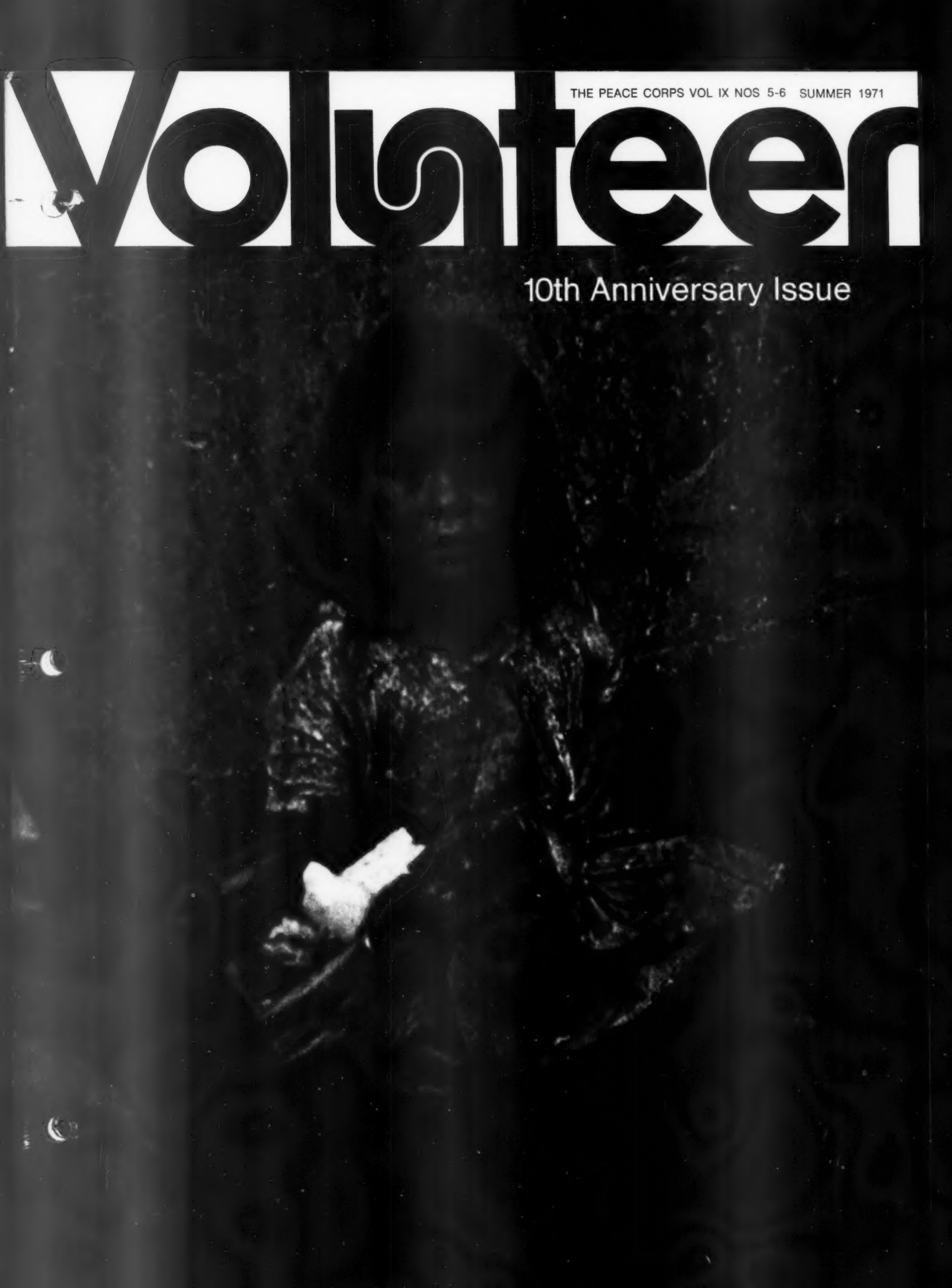
Volunteer

THE PEACE CORPS VOL IX NOS 5-6 SUMMER 1971

10th Anniversary Issue



What is Peace Corps?

COVER: During the judging of the 10th Anniversary Photo Contest this photograph of a Peruvian child so impressed Alfred Eisenstaedt that he asked the Famous Photographers School to present it the Special Alfred Eisenstaedt Award. It was taken by former Volunteer Wayne Roberson, now of Austin, Texas.

At right: the beauty of people and place captured by Volunteers: (1) Tunisia: Bill Dix, Princeton, N.J. (2) West Malaysia: Jay Mather, Denver, Colo. (3) Ghana: Eric Mustonen, New York City. (4) Senegal: Lars Peterson, Washington, D.C. (5) Malaysia: Jerry Kamprath, Elmhurst, Ill. (6) Philippines: Ronald A. Wilcox, San Francisco. (7) Ecuador: Bert Steves, Des Moines, Ia. (8 & 9) Bolivia: Mickey McGuire, Menlo Park, Calif.

PEACE CORPS

IS facing more challenges and conquering more fears than you ever thought possible

thinking, sharing, forgiving, understanding, giving, learning, changing

expecting to do work that is extraordinary and finding that it is just ordinary

struggling to understand your own motives

answering over and over again the same questions about your country—"Is it true that in America it doesn't matter what race or color you are" and "Why is the United States always at war?"

feeling isolated, unwanted and misunderstood

becoming aware of how large the world is and how small you are

being disappointed in yourself and in your accomplishments

longing to have someone talk to you straight, to jump and dance and run without the uncomprehending looks of a misunderstanding people

seeing hunger, and watching what happens to people who don't have enough to eat

struggling to communicate in a language that you think you'll never learn

seeing a small boy vomit up a 10-inch worm and having your own worms and dysentary

trying to understand and being exasperated with "their" inferior culture, then realizing that yours is not a model culture either

believing that your personal one-to-one relationship with people justifies your presence in another country

finding excitement, opportunity for initiative, achievement and responsibility

being sick and terribly lonely and thinking how ridiculous your being there is

eating rice everyday and learning to like it

telling your students that they cannot come back to school next year because their English ability is too low

holding a mosquito-infested child in your arms and talking about adoption

coming to know death very personally and frequently

being frustrated and angry with people for not following sanitary methods with their children

despising the people and not knowing why

loving people and knowing why

bending your back for hours in a muddy rice field

giving up a thousand and one times

vacillating between really liking the people and feeling close to them and being discouraged and disgusted with their ways

being frustrated by rigid systems and not being able to change them

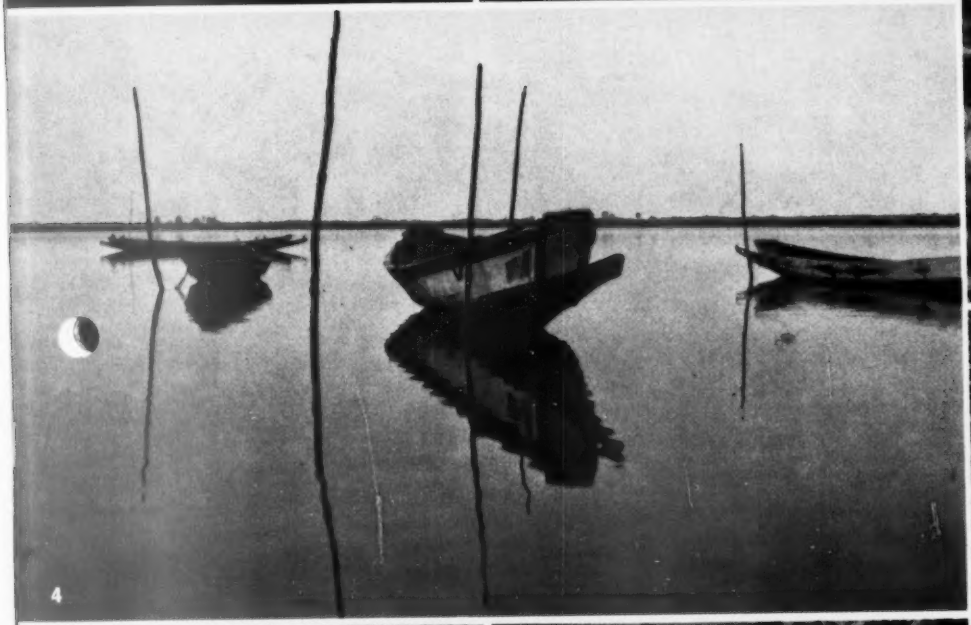
condemning yourself for wanting privacy, for not being able to adjust

realizing at the end of two years that you have adjusted more than you ever thought you could and realizing its home

showering late at night under the shimmering stars with cold water from your tank

knowing that you will never be the same again.

—from writings of Ruth Book, RPCV, Micronesia and David Moats, PCV, Afghanistan, Fred Deter, PCV, Mauritius and Edith Barksdall, RPCV, Philippines



PEACE CORPS IS

an intricate mosaic of 50,000 and one personal and individual experiences. Peace Corps is the high point, or the low point, or perhaps even an inconsequential point in the lives of people who have been and are part of it. Interwoven are patterns of people of developing countries who have seen and learned of America through the Peace Corps Volunteers who appeared in their midst, struggling to use their language, to understand their ways, to work and live among them and who in some small way changed their lives.

It is a mosaic not without scars. It has been attacked by those who have seen it as inept, ill conceived, and of little value, as well as by those who have loved it most and want to make it better.

Without a doubt Peace Corps has written vivid chapters in the continuing saga of Americans abroad. It has placed Americans in the remotest villages of Africa, Asia and Latin America. It has helped Americans to know peoples and countries they never quite knew existed before.

A people-to-people program, it was a whole fresh, new idea that has set the pattern for many other countries and other programs, which today are working to develop brotherhood among men.

This is not, because it cannot be, even in the most remote sense, a complete look at Peace Corps in its first decade. What Peace Corps is, what it has tried to do, what it has accomplished in host countries, what it has meant in our country and to the people who have been a part of it directly or indirectly would require thousands of volumes. They have, in fact, been written—in dozens of books, in hundreds of reports, in thousands of stories, in millions of words that have been said and written every day of every year of these ten years.

This volume is, rather, a reflection of Peace Corps. In the words and photographs which follow, Americans, some intimately involved in Peace Corps, others working on the periphery, talk about it. Here, too, are comments and observations from people in host countries where Peace Corps people have worked and lived.

The photographs are of special significance. Most were selected from more than 4,000 taken and submitted by Volunteers and Returned Volunteers for the recent Tenth Anniversary Photo Contest. Taken over the decade, the photographs are of the places where Volunteers lived and worked and of the people they knew.

At right: (1) India: Peter D. Vallone, Madison, Wis. (2) Micronesia: Ray Battestilli, Birmingham, Mich. (3) Morocco: Ann Larson, Morocco. (4) Tanzania: Anne M. Turley, San Bernardino, Calif. (5) Ecuador: John A. Bruning, Cincinnati, O. (6) Iran: Larry Barns, Hancock, Vt. (7) Tanzania: Bruce Weber, Ft. Collins, Colo. (8)Ghana: Eric Mustonen, New York City. (9) Tunisia: Bill Dix, Princeton, N.J.

The Peace Corps Idea

For a decade Peace Corps Volunteers have left home and family and headed overseas to cities and remote villages in developing countries of the world.

Their purpose: to help people who need help. Their method: to live and work among the people, to speak their language, to understand and adapt to their culture.

The idea of young Americans going to work abroad took shape in early 1960 when Congressman Henry S. Reuss proposed a bill in the House to study the possibility of a youth corps. A similar measure was put to the Senate by Richard L. Neuberger. Later, Hubert Humphrey introduced a Senate bill calling for creation of a "Peace Corps" to send young Americans abroad to work in missions.

Nothing really happened with the idea, however, until mid-October when John F. Kennedy speaking at 2 a.m. to students at the University of Michigan first defined the Peace Corps. The student response was immediate and enthusiastic and interest in it spread quickly among the young people in America.

The idea generated such response, that in January, Kennedy appointed his brother-in-law, Sargent Shriver, to develop a plan. And on March 1, 1961, he created the Peace Corps by Executive Order, naming Shriver as director.

People everywhere have always considered the Peace Corps as belonging to Kennedy, and from the standpoint that he believed in the idea and devoted his skill and power to make it a reality, the Peace Corps does belong to him.

Congress passed the Peace Corps Act on September 22, 1961 and Kennedy signed it into history. Its purpose:

—to promote world peace and friendship;

—to help the peoples of developing countries meet their needs for trained manpower;

—to help promote mutual understanding between the peoples of the United States and the developing countries.

That is how it began.

The Peace Corps fired the imagination of people everywhere. It was an idea born at the right time and in the right place.

Coupling brotherhood and service with a promise for high adventure, Peace Corps gave a dynamic thrust to public service. It was dedicated to work in developing countries, to attack hunger, disease, ignorance and poverty. A people-to-people program, its Volunteers worked hard, learned the language, were sensitive to local customs and lived among the people with whom they worked. It was a fresh, new approach to international relations.

For Americans who stayed at home, Peace Corps provided armchair adventure. There was something exhilarating about young Americans facing up to the formidable problems of an African village or a Latin *barrio*. Caught up by the excitement, the people at home created their own image of Peace Corps, perhaps embellishing its accomplishments. The Peace Corps was an almost instant success because Americans would not permit it to be otherwise.

Early thinking behind the Peace Corps held that a rapid start and sizable number were essential to success. Volunteers were recruited, processed and sent overseas as quickly as possible.

The first group was assigned to Ghana in August, 1961 and by the end of the year, there were 431 Volunteers overseas.

Young, most of them right off the college campuses, these Americans found themselves in an alien land, an alien culture and an alien language, and they struggled to survive.

David Riesman who worked with early Volunteers said that one of "the great educative experiences of the Peace

THE BEGINNING. It was a happy day when President Kennedy signed the Peace Corps Act into law in September 1961. Among those on hand were Sargent Shriver, on the far left, and Senator Hubert Humphrey, near center.

THE FIRST GROUP. The first group of Volunteers to go overseas was assigned to Ghana to teach in the secondary schools. The Volunteers were given an official send-off by President Kennedy in the White House Rose Garden.

EXAMS. Prospective Volunteers took exams prior to acceptance. The first exam for applicants was given on May 27 in New York City.

Corps takes place when a Volunteer is faced with impossible tasks which he discovers are not quite impossible."

There were problems, but Volunteers were proving themselves overseas. Their primary role was in education. With about half the Volunteers engaged in classroom teaching at the primary, secondary and university level, Peace Corps supported a vast expansion of public education in many countries, especially Africa where education was so crucial to development. At one time, in fact, Peace Corps provided half of all the secondary school teachers in Ethiopia and Sierra Leone.

Outside the classroom, other Volunteers taught by example—in community development, agriculture and health. Many countries needed help and signed up for as many Volunteers as they could get.

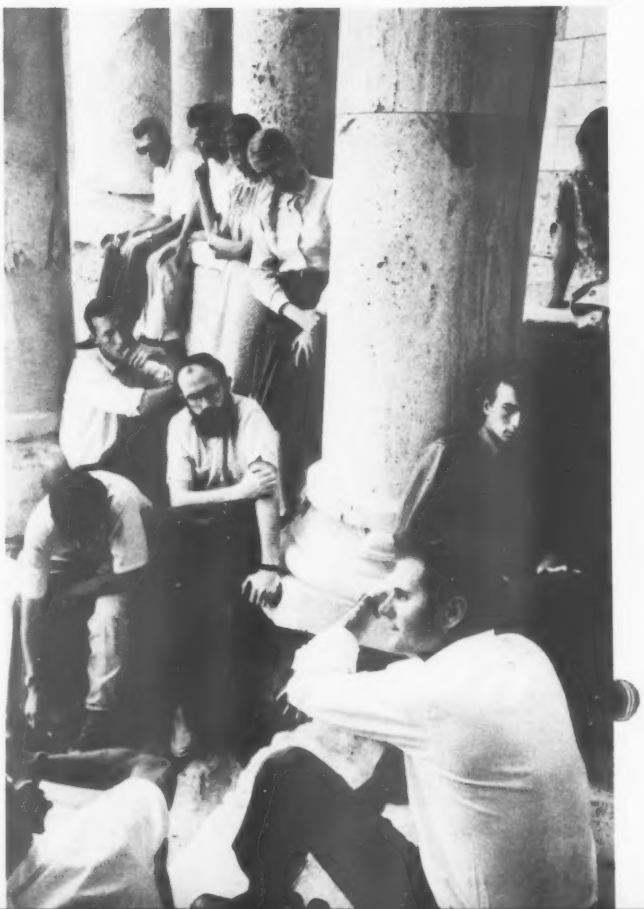
At home, the glamour of the Peace Corps brought applications flooding in, especially from liberal arts campuses. In the first full program year, applications totaled 20,058 and reached a peak of 45,653 in the 1965 program year. The number of Volunteers peaked soon after, reaching a high of 12,866 in early 1967.

In 1966, Jack Vaughn took over as director of the agency as Shriver moved to the Office of Economic Opportunity. One of the original staff members, Vaughn felt that the agency had grown

up, and that it was time for Peace Corps to play a more important role in the developing world. Emphasis shifted toward development of more viable programs, to specific jobs within those programs and to Volunteers with more specialized skills.

The change was in response to host country requests. Having had the help of Peace Corps through early development stages, countries were revising priorities in regard to national development goals. They asked for Volunteers with specific skills and experience.

Peace Corps moved to better meet their needs. In the fall of 1969, Joseph H. Blatchford, who had replaced Vaughn as director earlier in the year, called together, for the first time, the directors of all 60 countries in which Peace Corps worked. Their task was to assess the new trends of Volunteer requests and determine how to improve the agency's capability of meeting those host country needs. Out of the conference came



FIRST DIRECTOR. Sargent Shriver headed the Task Force that developed the Peace Corps idea, then became the agency's first director. The ebullience of the Shriver personality is credited with getting the agency off to a flying start, attracting both Volunteers and nations who requested Volunteers.

SECOND DIRECTOR. Jack Vaughn headed the Latin American programs before becoming Ambassador to Panama, Assistant Secretary of State, then Peace Corps director. He had already visited 3,500 Volunteers in more than 500 Latin American villages before he took over the top job.

THIRD DIRECTOR. Joseph H. Blatchford was head of his own private volunteer agency in Latin America when President Nixon asked him to head the Peace Corps. The President has now asked him to be director of the new expanded Volunteer agency covering both foreign and domestic programs.

set of "new directions" for Peace Corps in its second decade.

Now being implemented these are:

1. Better programs. More Volunteer assignments were shifted to the high priority needs of developing nations. Country directors working with local leaders developed four-year plans for utilizing Volunteers. Emphasis focused on teacher training, vocational skills, public administration, natural resources development and conservation.
2. New Volunteers. New approaches were adopted to recruit people with skills to meet the new requests. Arrangements were made so that a person with a scarce skill could take his family along.
3. Bi-national staffs. Both to de-emphasize American presence abroad and to better understand and fulfill host country needs, Peace Corps is using more and more host country people on its overseas staff. The goal is to make the undertaking a genuine partnership so

LANGUAGE TRAINING. Language has always been the essential element in training. Peace Corps has taught more than 150 different languages and has developed teaching techniques which are so successful that they have been adopted by many universities.

RECRUITING. In recent years, more and more host country people have been involved in various agency activities. A number of them have served as recruiters, giving prospective Volunteers first hand information about some of the countries to which they may be assigned.

CULTURAL TRAINING. The trend now is to hold all training in-country. Volunteers often live with local families, facilitating language learning and helping them to adjust more easily and rapidly to cultural differences.

that it is "theirs" as well as "ours".

4. Multinational programs. Dozens of volunteer service programs are springing up around the world. Peace Corps is encouraging volunteer service by international and multinational teams and staff and Volunteer support to these movements is provided wherever possible.

5. Returned Volunteers. Efforts are being made to relate the Peace Corps to the enormous problems at home by encouraging better use of Returned Volunteers and by developing change-oriented programs in areas of population, ecology and conservation problems, curriculum reform, urban planning and more.

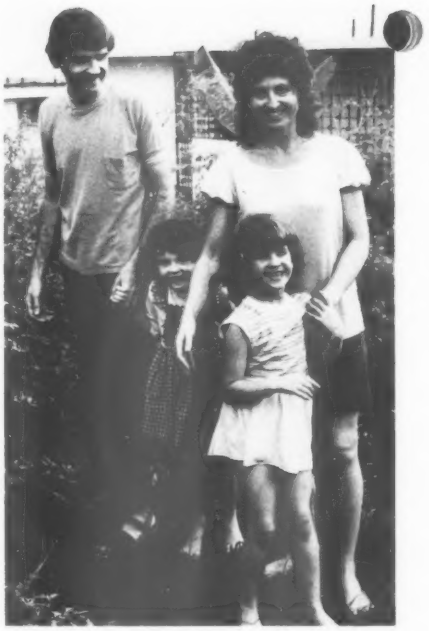
Returned Volunteers offer this country a resource of experience and sensitivity in dealing with problems of social change. Back from two years living with the poor abroad and struggling with change, these Volunteers often have a better understanding of the problems in our own country. Just their existence has influenced change.

In 1965, President Johnson told a group of Returned Volunteers that his "war on poverty" took some of its impetus from their achievements overseas, "because by fighting hunger, illiteracy and poverty abroad, you have shown us that we can and should and we must fight them at home." Many Volunteers joined the battle on the home front.

Of the more than 46,000 others who have returned home, one third are teaching, many of them in ghetto schools. Another third are working at all levels of government, particularly in community action and poverty programs. Others work in international and non-profit organizations and foundations.

Returned Volunteers may, in truth, be the significant return on the investment the American people have made in the Peace Corps.

They are concerned Americans, growing in number each year, and they are one reason, if there is no other, why the Peace Corps effort has all been worthwhile.



SPECIAL SKILLS. Host countries are requesting more Volunteers with skills such as plumbing, mechanics, carpentry. As a result, a broader range of Americans now has the opportunity to serve overseas.

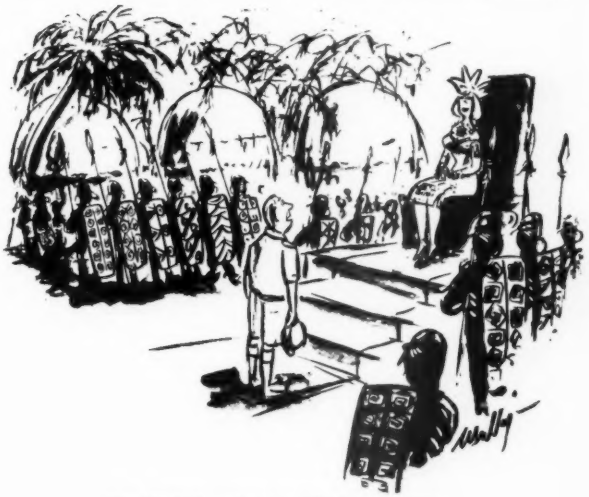
FAMILIES. Family groups are the newest addition to the Peace Corps and almost 100 are now overseas.

NO AGE LIMIT. Although Volunteers are usually thought of as young college students, there has never been an upper age limit. Many people join after they reach retirement.

As others see us

"Well, there goes fourteen months of work on our 'image'!"

Jim Berry reprinted with permission of Newspaper Enterprise Association.



"Miss Marchand, you know very well that this is contrary to Peace Corps policy."

Drawing by Mulligan; Copyright 1963 The New Yorker Magazine, Inc.

"Oh, the Peace Corps guys are all right but give me a good ol' American with dough every time."

Fischetti in the Chicago Daily News. Courtesy of Publishers-Hall Syndicate.

"Do you think it would be all right on a postcard to mention frozen foods, dirty streets, crowded tenements, TV commercials, and things like that?"

Drawing by Alan Dunn; Copyright 1961 The New Yorker Magazine, Inc.

"My objection to those Peace Corps people is that they make good diplomatic relations look so simple."

Grin and Bear It by Lichty. Courtesy of Publishers-Hall Syndicate.

Peace Corps is teaching and learning

Teaching and learning, giving and sharing, needing and wanting, these are at the heart of the Peace Corps.

For ten years Peace Corps has been an interaction of people—individuals of developing nations needing help and individual Americans wanting to give help. It is a relationship which many have sought to measure, to determine who benefits more, who gives the most and if, in the last analysis, it is really worthwhile.

But who can measure the effect one human being has on another? Who can weigh how each is touched by an encounter and what changes will result? When does change, in fact, begin? Where does it stop?

How much, for example, does a teacher affect a student or a group of students? How does one health worker inoculating a child change his life and that of its family? What comforts an American, who for the first time is surrounded by inescapable poverty? How are lives changed when a farmer is taught to plant a new, more productive wheat? Who consoles the restlessness of a man who discovers that another world and a different life exist beyond his mountains? And for that matter, what happens to a Volunteer who returns home different from when he left?

BRAZIL: Sally Foster, Returned Volunteer, Baltimore, Md.

These things are part of Peace Corps.

They happen personally to the people involved. This is why, for the most part, there can be no real measure of the Peace Corps—of the people who are part of it, of the people who are touched by it. Both teach, both learn, both give, both share, sometimes for the better, sometimes not.

For some, the Peace Corps experience is a cruel disappointment, an unbearable frustration, for others, the most important happening in their life. But one thing is certain, everyone experiences change. This change, its causes, its direction, its consequences, is the central point of the contributions which follow. Change is, in fact, the constantly occurring theme throughout this entire issue.

LIBERIA: Don Hegeman, Volunteer in Liberia.

It all adds up to love

Jack Vaughn, Peace Corps director from 1966-1969, reflected on his three years with the agency in an article in the May, 1969 issue of the Volunteer. *This material is excerpted from that article which summed up much of what is Peace Corps.*

There's a Peace Corps debate which I hope is never resolved. It's the one about who gains the most. You often hear returned Volunteers say they got more than they gave. I respond to that the same way I respond when a host national tells me that he and his community or school have received more from the Volunteer than they have been able to give him.

"How could he stand it here," he says "eating our food, living in a house like ours, working for so little pay, *que sacrificio;* and he had malaria twice. Why did he do it?"

This is where my concept of love fits in. People who are embarrassed to talk about love don't understand the concept or have a concept that is Hollywoodish. Foreign policy and concerns for the gross national product and economic development are not part of our charter. But sharing and service are. And service and teaching and learning and sharing—this adds up to my concept of love. It's built into the Peace Corps.

So is peace. I think people today generally have a better understanding of peace than they did a decade ago. Vietnam and the cataclysmic danger of war are making war-like things harder to do now. People pressures have led to this feeling, and so has youth. Forty thousand people have been in the Peace Corps and there is a conclusion that we are all in the same world boat—that when you're talking about survival, there's nothing glorious in contemplating that Americans might be the last ones on earth.

They learned this from the Peace Corps and they taught it. And if we ever lose track of this vague sharing that has made the Peace Corps what it is—the ambivalent and individualistic and subtle thing of giving and receiving and never knowing who's receiving more—then we're in for a demise that can come pretty fast. This kernel is the magic; it is why voluntarism works. It's the ambivalent mix . . . not knowing who is the benefactor and who is the beneficiary . . . or who sacrifices the most. It's the nebulous nature of this sharing and loving. We must go about it in our own soft way.

Growing and changing with America

Perhaps better than anyone else, Margaret Mead knows the benefits of cross cultural experiences and the values to be gained. This has been her life's work. Noted anthropologist and author, she has been personally aware, personally interested in Peace Corps and what it has meant to the world.

The Peace Corps has grown and changed as America has grown and changed, and the knowledge that the Peace Corps was there has itself contributed to that change. At a time when American young people were still called the silent generation, the Peace Corps aroused them, both those who finally volunteered and those who were the clearer about their hopes and purposes because they had considered volunteering.

During this troubled decade, the Peace Corps experience has highlighted many of the issues that confront the country, the contrast between the generous enthusiasm of young people and their lack of mature skills, the need for volunteers at home as well as abroad, the need for a more sophisticated knowledge of the social sciences to combine with generous effort, the weaknesses of national efforts at world change in contrast to the strength of international auspices, the danger that programs originally directed towards providing young people a chance to contribute something in spite of their youth, tend to be gradually transformed by demands for more skills. The whole movement towards universal national service has also been fed by the Peace Corps experience.

In the agency itself, we had an opportunity to see how cross cultural knowledge, laboriously accumulated during previous decades and embodied in regional training programs in the 1940's could be translated into effective training programs in the 1960's.

In his book, *Gifts and Nations,* Wilton Dillon has sketched out the dangers inherent in technical assistance programs where a receiving country had no chance to reciprocate the assistance given by a donor country. In the operation of the Peace Corps, America has benefited as much or more than the countries in which the Volunteers have worked. Thousands of young people have returned to this country, more aware of their own country and its needs, and with a broad conception of the needs of the world that will stand the United States in good stead in the coming years.

In the past, fathers used to send their children to distant relatives, and noblemen sent their sons to the courts of kings to be educated. In the 1960's, we sent our children to work in countries whose need, like our own need, is urgent, as we and they adapt to technological change. As in the past, they return to us the wiser.

Opportunity of living in another culture

Kenneth "Paulo" Raeder is a Community Development Volunteer working in Poxoreo, a diamond mining community in the interior of Brazil. Paulo, who has extended for a third year, works within the established system.

The greatest thing about the Peace Corps is—that you have an opportunity to really live as a member of another culture. If you don't assimilate, if you don't have a certain relationship in your work with the people, you can't get anything done. You have to speak the language of the people, eat the food the people eat, dress the way they dress—the more you approximate the culture in which you are living, the more satisfactory the situation in terms of what you are going to accomplish. The more you remain as a stranger, a person of another culture, the less opportunity you are going to get to do something. The result of your work can be far greater working through the system, especially in a developing country.

In the United States, it is possible to achieve a goal outside the system. But it is far more difficult, almost impossible, to achieve a goal working outside the system in Brazil or any developing country.

I could work three years building privies or trying to convince my neighbors to plant a garden—Fine! I might achieve this in two years, and I could say I have changed the attitudes of 100 people in my town or region. Or, in the same amount of time I can say I've influenced the attitude of the governor of the state, or I've changed the educational system of the state. I've contributed to changing the educational system of the state of Mato Grosso. I've worked toward changing the ideas of the local government officials. I've influenced them to do something which I feel is improving the situation. For example, I've influenced the mayor to build a school instead of a town square, I've influenced the prefect to build a certain road or bridge instead of painting the inside of the prefecture. Is it more important to change a poor peasant, or to change the prefect who's the director of the municipal government? Which is of more value, of higher priority?

In other words, I believe in working from the top down, when possible, instead of from the bottom up.

The world as a classroom

"Anywhere," was Barkley Moore's answer to Peace Corps' question "Where would you prefer to serve?" He saw Peace Corps as an opportunity for service—and thought of that service in terms of people, not geography. He spent six years and four months in the Turkoman area in northeast Iran. Now home, he is helping to recruit other Volunteers. He feels the world is a classroom and the Peace Corps experience an education.

Many people have asked me in recent months, "Why go overseas when there are so many problems at home?" To me, it is not a question of home or abroad, here or there, we or they. Our concern is people, their needs and their aspirations. Certainly the people of northeastern Iran are no more, and no less, important than the mountaineers of Appalachia. I know. I've worked with both. People are people. Needs are needs. They are not divisible.

The selfishness of such a question, presupposing that humanity should be divided into "us" and "them," is the root cause of the misery of several millions of people in America and of countless more millions in Asia, Africa, Latin America and Europe.

So what do we do?

As individuals, we must *believe* in our own worth, and in the worth of our fellows—of whatever race, creed, color, or tradition. We must *believe* in the power of each to make a difference, of the potential of every single man or woman. We must *understand* that the potential of each one realized is something beyond measure or price.

I saw poor boys in Iran with illiterate fathers and one-room homes. I thought of a boy in a one-room home in Kentucky in the last century. His name was Abraham, and the name of his illiterate father was Lincoln. But, who, seeing that little ragged boy knew that was Abraham Lincoln? What if Lincoln had never had the opportunity to go to school? What if there had been no school to go to and no teacher to teach? How many potential Abraham Lincolns have lived and died? How many are there today in Africa, Asia and Latin America?

I went to Iran in 1964. I was assigned to work in Community Development near the Russian border with a people who had been totally nomandic until just 40 years ago; 10,000 of them are still nomads. I didn't go with ideas of building schools, libraries, sports clubs, kindergartens—or teaching. Yet, I helped do all those things.

I told myself that if I helped make just *one* person's life a better one, I would be satisfied. It seemed a fair exchange—two years of my life to contribute to the well-being and happiness of another for an entire lifetime. So, I thought in terms of *individuals*, and doing something with a number of individuals. *They*, in turn, did some remarkable things while I was there and continue to do so today.

I had no real technical skill. I was a history major and had studied law for two years. But I believed, as Seth Tillman has written: "The work of the Peace Corps is primarily psychological rather than technical, involving efforts to alter deeply rooted attitudes, to instill some sense of their own capacity, individual and collective, in people who

VENEZULA: Fred Gridley, Returned Volunteer, Excelsior, Minn.

Left: ECUADOR: John Brandi, Returned Volunteer, Geyserville, Calif.

have long been passive, submissive and unorganized. Technique is a necessary tool in this kind of work, but human empathy is absolutely indispensable."

My approach can be summed up in a much used and abused word, but still the best one, LOVE.

For example, discovering people's natural suspicion of a foreigner taking pictures, I put my camera away. It was just a small adjustment for me, the first American in their midst, to make. Being sensitive to the people and their feelings helped me win their confidence. I didn't come home without pictures. The people themselves gave me more than a thousand over the years!

Love was my motivation for going to Peace Corps, and Peace Corps made possible my working with a wonderful people. I found, in those early months when I couldn't speak or understand Farsi so well as I later did, that Love is understood by all. *One can take no greater tool than the simple charm of love, and one need take nothing less.*

The elements of love that are important to a Volunteer, if he is to make some *lasting* contribution, to make a difference, are all related to life and to the individual. I am indebted to something I read many years ago by Henry Drummond for bringing these necessary qualities into focus for me. They are:

Patience. This is surely necessary and a quality many Volunteers, like myself, didn't have in abundance, but certainly learned as a Volunteer.

Kindness. Time spent in simply making people happy is important. Just a word or a smile can make another's day. Each of us needs the kindness of others. How easily it is done and how superabundantly it pays itself back.

Generosity. When we try to do a good work, we may find other people doing the same kind of work, and often doing it better. We should not be jealous. That is an attitude that can make us "little" people when we must be "big" in spirit if we are to be effective.

Humility. This is so hard for us all, even though we have much to be humble about. Humility is an ingredient of love which waives self-satisfaction.

Courtesy. This is an important quality for a Volunteer working in another culture. The word "gentleman" means just that—a gentle man, one who does things gently with love.

PERU: Dick Swift, Returned Volunteer, New York City.

Unselfishness. Many people think that happiness consists in having and getting, and in being served by others. Surely Volunteers, have learned that happiness is to be found in giving to others.

Good temper. This is important, not in what it is, but for what it reveals. A want of patience, a want of kindness, a want of generosity, a want of courtesy, a want of unselfishness, are all instantaneously symbolized in one flash of temper. A scowl, a frown, a sour look are universally understood; words spoken in anger are understood for what they are, whether one can understand the language or not. To be easily ruffled, quick-tempered, or of a "tough" disposition are qualities that will make enemies out of potential friends. If a Volunteer is not accepted by the people with whom he must live and work, if he remains a foreigner and an outsider until the day he leaves, then his time has been wasted, no matter how technically skilled or scholastically qualified.

Guilelessness. The people who influence each of us most are those who really believe in us. In an atmosphere of suspicion or lack of respect, people shrivel up the world over. So we must respect the people we work with, and the cultures that make them do the things they do—things that may be different or irritating to us. If you really believe in another, the object of that faith will more likely find encouragement, progress and try to rise to that potential you have discerned. As we try to influence others, we see that success is in proportion to their belief in our belief in them. For the respect of another is the first restoration of the self-respect a man has lost. *Our ideal of what he is becomes to him the hope and pattern of what he may become.* This is one of the keys to Community Development—to developing the "people resources" in the nations that we presently work in.

Sincerity. Truth must be sought with a humble and unbiased mind. Involved is the self-restraint which refuses to make capital out of others' faults; the charity which delights not in exposing the weakness of others; the sincerity of purpose which endeavors to see things as they are, and rejoices to find them better than suspicion feared.

These are all tools needed by every Volunteer. They are qualities that each of us must learn, and the Peace Corps experience provides an ideal setting for putting them into practice and proving their worth in the doing. We find the world, then, not a playground, but rather a classroom, and the two years not a holiday, but an education. And the one lesson to be learned and taught, and good for a lifetime, *is how better can we love.*

The need for adult education

In his book, The Challenge of World Poverty, *published in 1970, Gunnar Myrdal, internationally respected political economist, examines the complex problems of the Third World. He sees agriculture, not industry, as the essential need for developing countries, but finds their agriculture underproductive and its labor underutilized. Not even the new miracle seeds can help he feels until the needed incentive and land reform are achieved. The obstacle to these is the educational system which he believes must be changed to emphasize adult education and education basically linked with the agrarian program.*

He has given the Peace Corps permission to quote the following text from his book in which he discusses the developing countries' need for adult literacy. Peace Corps' major work throughout the developing world in the last decade has been in education, not a small portion directed to adult education. Volunteers working in rural and urban community development and educational programs recognized the need and frequently initiated adult classes in addition to their assigned projects.

". . . Adult education not only should be more important in underdeveloped than in developed countries, where almost all are literate, but poses quite different problems.

"For another thing, adult education, with emphasis on literacy, should help to make the school education of children more effective. All the information we have suggests that children of illiterate parents tend to fall behind in scholastic achievement and that they more easily lapse into illiteracy.

"The detrimental effects of an illiterate home and village setting begin in the preschool years, and these are singularly formative years when attitudes are shaped that will tend to persist. Also, illiterate parents are usually less inclined to enroll their children in schools and to keep them there, a fact that helps explain the many dropouts and repeaters in primary schools, particularly in the poorer countries, districts, and classes where the literacy rate is low, a problem to which we shall return.

"In most of the South Asian countries there are organizations working to stimulate adult education, and the matter is not entirely bypassed in most of the Plans. But not much has come out of it. In India, J. P. Naik in 1965 characterized the situation as follows:

"The liquidation of adult illiteracy is the most important programme of national development and on it depend several other programmes such as agricultural production, family planning, etc. This sector has been criminally neglected and it is extremely desirable to undertake a large-scale programme in this sector and to liquidate mass illiteracy in a few years—five or ten at the most.

"Later, the Education Commission (1964-66) endorsed these views of its Member-Secretary and made far-reaching practical policy proposals. And in the preparation of the Fourth Five-Year Plan—which in the temporary eclipse of planning in India was never brought further than to the draft stage—adult education was calculated to be allotted 12 times as much; its share in the total outlay on education to be raised from 1.4 percent to 5.6 percent. These radical proposals have since then been quietly buried.

"To an extent Indonesia is an exception. Indonesia has also shown a rather remarkable speed in increasing literacy from one of the lowest levels in the region. Even in the Philippines there has been, almost from the time when it was an American colony, a somewhat greater interest in adult education.

"On the whole, this criticism is valid for practically all underdeveloped countries in 'the free world.' Though in this book I do not usually make comparisons with the Communist orbit, it should be noted that the countries there follow a very different pattern. When a country becomes Communist, a vigorous campaign is usually waged to make the

BOLIVIA: Tom Barrett, Returned Volunteer, St. Paul, Minn.

whole people literate within a few years.

"There should be nothing sinisterly Communistic about this particular policy. It has its historical origin in the practice of rebellious students in Russia during the latter decades of the Czarist regime who went out into the villages to teach the peasants to read, write, and reckon. When they grasped power the Communists took over this practice and made it official policy. They finished off the literacy campaign that in Russia was then already approaching universal literacy, at least in the younger generation.

"W. S. Woytinsky, in his book on India, recalls experiences in Russia during his youth and reflects:

We noticed nothing similar to that crusade in India. We heard complaints about mass unemployment among young graduates of the universities, but we could get no answer to the question: "Why cannot a million of them be mobilized for rural teaching?" Such a mobilization would be possible if Indian intellectuals felt the urgency of primary education for villages as keenly as did the Russian intellectuals in the days of my youth.

"The answer to Woytinsky's question is that the young intellectuals in India and in most of the rest of the non-Communist underdeveloped world have been so conditioned by the rigid elite and class structure in which they have been brought up that they do not feel that deep identification with the poor in their nation which the Russian intellectuals felt. They do not feel it even when in some countries they are radically indoctrinated. This is merely one example of the destructive influences of the fortified class society inherited from the colonial era.

"Without entering upon the problems of the 'peace corps', organized not only in the United States, but also in some other Western developed countries, it should be pointed out how fantastic the very idea must be in the host countries. Young educated people in the Western developed countries are being organized in teams and sent to the underdeveloped countries many thousands of miles away, very often to go out into the villages to assist and teach the poor masses. Meanwhile, graduates from schools in these latter countries themselves would not think of doing the same, but rather prefer to crowd together in the cities as 'educated unemployed' or press their governments to swell their administrations in order to create 'suitable' jobs.

VENEZULA: Fred Gridley, Returned Volunteer, Excelsior, Minn.

"One thing is certain: without a fundamental change of attitudes on the part of the 'educated,' a large-scale adult education campaign in the underdeveloped countries is not possible. The universities themselves should be engaged in the effort. This, incidentally, would benefit both the teachers and the students by bringing them nearer to the acute problems of their countries and so giving to both their studies and their lives more of a purpose and meaning.

"Assuming that such a fundamental change could be brought about, one could dream about the way in which a large-scale adult education program in an underdeveloped country with much illiteracy should be organized. It would be unwise simply to take over methods and practices from the Western countries, where adult education has an altogether different function and a different type of student.

"There may be need for entirely fresh approaches. The whole pattern, transmitted from the urbanized countries in the West, of segregating children in schools and then perhaps having 'classes' for adults should be questioned. It is quite possible that a program of teaching families or whole communities together would be more effective.

"But the basic question remains: How is it possible to do anything substantial in the field of adult education before the increasingly inegalitarian social and economic structure in most of the underdeveloped countries is broken down by radical reform or revolution?"

Learning what is different

Linda Bergthold was a Volunteer in Ethiopia. This description of learning to live in another culture was written in a letter which appeared in the Peace Corps' fourth annual report.

Immersing yourself in a totally different culture is sometimes more like drowning than swimming. It's very difficult to explain how "different" Ethiopia was: the smells, language, food, housing . . . the different faces and expressions. I had to learn to read faces as if I were learning another language. An idiom in Amharic can't be translated directly into English and neither can a facial expression. That "inscrutable" look might conceal great emotion or curiosity, so I couldn't say the students weren't interested because they didn't look interested. While almost drowning, I learned one very important thing about teaching students who were different from me—I was almost as incomprehensible to them as they were to me. My combination of Right Guard, Gleem, Yardley and Revlon hair spray was just as "repulsive" in a sense as 35 pairs of worn tennis shoes.

New perspectives for more Americans

Many Americans who stay at home gain a new perspective of the world by participating in Peace Corps' School Partnership Program which was initiated in 1965.

In SPP, American students raising money to help build a school overseas, establish a partnership and communication with a community and a people in a developing country which results in an interchange of educational and cultural benefits.

For an overseas community, SPP projects give people a chance to educate their children, and, at the same time, let them know that the United States is not just a far off land that shoots rockets to the moon.

For Americans, SPP projects make unknown parts of the world known.

In six years, more than 1,300 schools and community centers have been funded, more than $1.5 million has been raised to carry on building programs in the Peace Corps' self-help spirit. Forty-eight countries have SPP facilities, sparked and guided by a Volunteer at the site.

In Togo, more than half the schools built during the last five-year plan (1965-70) were funded by SPP. The accomplishment is more modest in other countries, but no less important for it has helped to meet the overwhelming need for education facilities in hundreds of rural communities.

In this country, SPP has been used to put new life into classroom activities especially by teachers who are returned Volunteers. In Arizona, for example, a school has sponsored seven projects in different countries, and students now are studying and comparing cultural and social differences of their various partners. In the Midwest, a predominantly black school used a SPP project in Africa to spur interest in African culture studies, and language classes in many schools have established long-term correspondence with overseas partners.

Chicago students discuss artifacts and photos of Botswana.

Students and teachers who worked on SPP projects have gone overseas to visit partner communities in Latin America and Africa, and they have brought foreign students to study in America for a year.

This year, SPP will support schools, health clinics, well-digging projects, agricultural cooperatives and even a community development foundation. In addition to the many schools participating, the American Freedom from Hunger Foundation, service clubs, youth groups, 4-H clubs and a labor union are now providing support.

What does it all add up to?

Overseas, it means a lot of children in school who never had a chance at education before.

At home, it means many Americans being a part of Peace Corps' self-help projects without ever leaving home.

And for the world, it means a little more understanding among various and diverse peoples.

Latin America

"We've got to demonstrate that things can be accomplished by working together"—that was the style and early direction of Peace Corps involvement in Central and South America.

Neither Peace Corps nor the host countries had a clear-cut understanding of what Volunteers could do in Latin America, but both were anxious to give the concept a try. When Chile, Colombia and islands in the Eastern Caribbean requested Volunteers in 1961, most of them were assigned to Community Development projects in both urban and rural areas.

There has never been a simple definition of a Peace Corps Community Development project. It involved whatever was not strictly education, health work or agriculture, yet it often involved all three. Volunteers basically lived among the people and helped them to do whatever they decided needed done, but also substantially influencing the decision making. Working towards short-term goals, they sought improvements by getting individuals in villages and neighborhoods to work together. The aim was to teach and stimulate human skills to develop self-sufficiency.

For the most part, Volunteers worked in isolated and unstructured assignments and it was the exceptional Volunteer who made a go of it and effected some change. "Super Volunteers," as they were called, were few and far between, but it became the tendency in Washington to program based on their capabilities. The results were often program failures and disillusioned Volunteers. Gradually came recognition that Volunteers were happier and better able to function when they were assigned to a specific job. Programming moved away from working in the community at large to concentration on individual projects within the community. And Volunteers increasingly worked with well-established agencies and well-trained host country officials.

Throughout the decade the Latin America region has been the largest in Peace Corps, with nearly 16,000 Volunteers serving in 20 countries. Currently there are 2,400 Volunteers working in 186 programs. The area where they work covers nearly 6 million square miles of the world's surface and includes some 173 million of its people. The largest number of Volunteers work in agricultural programs. Emphasis is on increased food production—better cultivation of crops, improved breeds of poultry and animals, expanded fishing cooperatives. For example, working with small groups of farmers, Volunteers study the feasibility of increasing cultivation or initiate new crops, encourage farmers to try new planting methods, then help to establish cooperatives for production and marketing.

Education has played a lesser role in Latin America than it has in Africa, but Volunteers have worked in elementary and secondary education as well as vocational and physical education. Now, host countries are interested in upgrading their educational systems and are requesting experienced teachers preferably with advanced degrees. Volunteers work primarily in curriculum development and in teacher training.

Health is another area where the numbers of Volunteers assigned is less today than in earlier years. In the first years, the needs were great and to meet them Peace Corps recruited generalists and trained them in health techniques. With proper supervision they ran immunization programs, set up clinics, taught nutrition and maintained child care programs. Some of the programs were tremendously effective—especially in tuberculosis control in Bolivia and nutrition clinics in Colombia and Jamaica. Medically-trained Volunteers as well as generalists have provided outstanding services in times of emergencies: the Dominican revolt in 1965 and most recently, the devastating earthquake in Peru.

Today, Volunteers increasingly are working in specialized areas particularly small business assistance, cooperatives, natural resources conservation and in skills and trades. Some of the first families accepted by the Peace Corps are working in Ecuador, Venezuela and Colombia.

Language training for Latin America is basically Spanish, although there are a number of Indian languages which are essential for work in certain areas.

Latin American programs still accept a large number of liberal arts graduates, but in training, more emphasis is given to technical skills instruction than was previously. More and more, however, Volunteers are those with degrees in animal husbandry, agronomy, business or nutrition and those with particular skills—plumbers, carpenters and electricians.

Responding quickly to Peace Corps, Latin American nations have continued and expanded their programs over the ten years. Three exceptions are Panama, Guyana, and Bolivia, which in recent months have asked that Volunteers be withdrawn.

Perhaps the role Peace Corps has played in Latin America is best summed up by Dr. Eduardo Gaitan Duran, Deputy Chief of Mission to the United States, who commented that the greatest contribution Peace Corps has made in Colombia is the reconstitution of the country's communities.

Perhaps this is so throughout Latin America.

In the pages which follow are reflections of the Peace Corps and Latin America from Volunteers, former Volunteers and host country officials.

Right: PERU: Richard A. M. Scott, Returned Volunteer, Lansing, Mich.

A continuing influence

Rene F. Cardenas worked in a Community Development project in Colombia. He describes his experience as a "painful process, but one which made it possible for me to go on to other, better things."

The Peace Corps experience was for me the beginning of a journey into a type of personal consciousness which continues to have an influence on my life. This consciousness evolved slowly during the first few months of my work as a Peace Corps Volunteer Leader in Colombia, but even as I was becoming aware of the new demands being made on my previous attitudes and feelings, there emerged the conditioning of a new personal commitment. I don't suppose that the idealism that one has can long survive, or survive intact, the harsh realities of action; in Colombia, I came face to face with truths about myself, my capacity to help others, but most importantly, about the inconsistency between what I thought I was and what I was being called to be. I cannot say that my Peace Corps experience resolved in any way important questions of identity and direction—these questions, in a different guise, remain. But the opportunity for service which presented itself gave me a framework from which I could begin defining.

My work was in Community Development at the beginning; later, I worked at the *departamento* level and assisted in the coordination of a large body of *Voluntarios*. And I became interested even skilled, at the work of developing and organizing communities, I was also confronted with my lack of human relations skills in many other fronts. This was perhaps the most glaring of the new conditions in which I found myself. As I became more committed to Community Development as a means of fulfilling my idealism and my desire for action, I was also made aware of the need for further self-improvement. Friends like Jack Vaughn, Leveo Sanchez and Frank Mankiewicz, in one way or another, assisted in the process.

I was motivated by these insights to remain in Latin America and for two years following my tour with the Peace Corps, I worked with the Community Development Foundation in several countries. I began realizing that in order to attempt the tasks which I felt were essential to worthwhile Community Development work, I needed a pass which would allow me into the ranks of the professionals: Pursuing time-honored ritual, I returned to college and obtained my B.A. (Leveo Sanchez and Frank Mankiewicz persistently maintained that I should return to school.) This step was particularly significant for me since it had taken me 17 years from the first time I had enrolled in college until my graduation.

Since my graduation in 1967, I have worked in a Migrant Program and as a self-employed consultant in development programs here and abroad. Little of what I have done professionally cannot be linked to that early exposure to other peoples' lives in Colombia. Now and then, rummaging through the storehouse of my memories, I turn over an incident, a conversation, a plan which took place during my time in the Peace Corps. These items become reinterpreted in the light of my present experience, thereby adding substance to those years.

Two years ago I was granted a fellowship for Teachers College, Columbia University. I am enrolled in the Program for Educational Leadership in that college's Department of Educational Administration, and I hope to finish writing my doctoral dissertation this year. My area of study will be Community Development. Thus, for me, the Peace Corps experience was a rite of passage, and I survived through the painful process, and it made it possible for me to go on to other, better things. I can only be grateful.

From Honduras to rural America

Volunteers in Honduras, Brian Noble and his wife, Julie, settled in Boone, N.C. when they returned to the United States. Brian, who worked for the area anti-poverty agency, found that economic opportunity was limited in Boone because residents lacked transportation to jobs. He suggested a cooperative transit system and established the Green Eagle Community Transportation Cooperative. Since no prototype existed, Brian wrote the charter himself (patterned after an agricultural co-op).

Today, the cooperative has 600 members and six buses. Because of member efforts, the cooperative qualified for an incentive Federal grant that put the transit system in operation. It serves six counties and hopes to operate state wide. The area economy is changing—people are able to work because they can get to jobs. Many, for the first time, are off welfare rolls.

Just recently the Nobles moved to Washington, D.C., where Brian is consultant in rural transportation to the Appalachian Regional Commission. His job is to help the people in Appalachia get to facilities such as health centers, schools, jobs, etc.—a further extension of his experience in Boone and in the Peace Corps.

Brian Noble and his wife Julie with Mrs. Shelby Williams, president of the transportation cooperative, and her father.

My wife, Julie, and I served as Volunteers in rural Community Development in Concepcion de Maria, Honduras, from 1964 to 1966, and we have been involved in similar work ever since. Our main work in Honduras was in community projects, cooperative development, and for my wife, in literacy education and cooperative education.

Immediately after Peace Corps we worked under contract to the Superior Economic Planning Council of Honduras and USAID to help plan and set up a national community development program for INDECO. This work enabled us to learn a great deal about government agencies and red tape.

Returning to the United States we landed in Boone, N.C., where I became involved in the community action program first as planning director, then as economic director, and then as director of the Green Eagle Rural Transportation Cooperative. Our cooperative experience in Honduras was the basis from which I was able to help the people in this mountainous area of North Carolina to begin to solve their transportation problems.

Although we never worked directly with transportation problems in Honduras, our Peace Corps work in community and cooperative development has certainly been of value in this work, and it was in Latin America that we got the idea for cooperative or membership transportation as a possible solution to some of the problems here in the United States.

In Boone, my wife got her masters' degree in Spanish from Appalachian State University, and during this past year has been teaching Spanish and basic English in the local high school. In the coming year she hopes to use even more of the community development skills in a new job at Catonsville Community College in Baltimore, where she will be working in the Department of Continuing Education with the non-credit programs.

In Boone, we have also been a part of a group which organized the Watauga Federal Credit Union, and my wife served as Secretary of the Board for the first year of operation. Our interest in this project was the direct result of the credit union project which we helped start in Concepcion de Maria under the CUNA Program. It was there that we had our first training in credit unions and cooperatives, and learned the difficulties of teaching cooperative bookkeeping to a treasurer who didn't know how many zeros to put on which side of the ledger line.

BOLIVIA: Richard A. M. Scott, Returned Volunteer, Lansing, Mich.

Thus, both my wife and I have really built our careers on the experiences we had in the Peace Corps. When we graduated from college, I was a history major and Julie, an English-French major. We never dreamed the Peace Corps experiences would lead up where it did, but we have been more than happy with the results.

Development through urbanism in Colombia

Peace Corps Volunteers work in various areas of agriculture and urban development, Colombia's two prime areas for development concentration. Currently there are 163 Volunteers in-country.

Nutritionists working in the urban areas, are developing school and hospital food programs as well as working with barrio people. To help develop Colombia's own business capabilities Volunteer business specialists are providing technical assistance to small and medium-sized businesses. A project for developing and constructing housing in the barrios will soon have a small group of Volunteer specialists—architects, social workers and nutritionists who are currently training in-country.

In rural sectors, Volunteers work at two levels: with the campesinos, helping to find and open new alternatives to improving farming methods and with government agriculture agencies engaged in national research, education and extension work.

The significance to Colombia, as well as all of Latin America, of development in urban and rural sectors is discussed in these comments by Eduardo Gaitan Duran, Colombia's Deputy Chief of Mission to the United States, Washington, D.C.

Most readers are familiar with the economic and social problems of the developing world, and with the complex problem of their solution. However, I would like to present a newer approach, particularly pertinent to the Peace Corps, that combines the better aspects of a purely economic model with a wider concept of social service.

The Problem: The incredible growth of principal Latin American cities has been of serious concern to everyone connected with the economic and social development of the hemisphere. There is alarm since most of the population live reduced to the narrow limits of their environment; limited by appalling conditions of poverty, yet scarcely a few miles away from luxurious communities. Increasing awareness of their lot and "rising expectations" result in profound frustration. The nucleus of this trend is the "tugurio" or "favela" which many writers have likened to a boiling cauldron of discontent from which a revolution will arise.

Accepting the potential danger to institutional stability posed by the poor urban masses, the very existence of these masses is proof that many and fundamental changes have occurred in the economic and social conditions of the countries affected. Some of these are:

a) A farmer arriving at an urban center doubles his family cash income, since employment opportunities are greater than in rural areas. This, together with availability of new or better health, educational and recreational facilities, contributes to the making of a potential consumer.

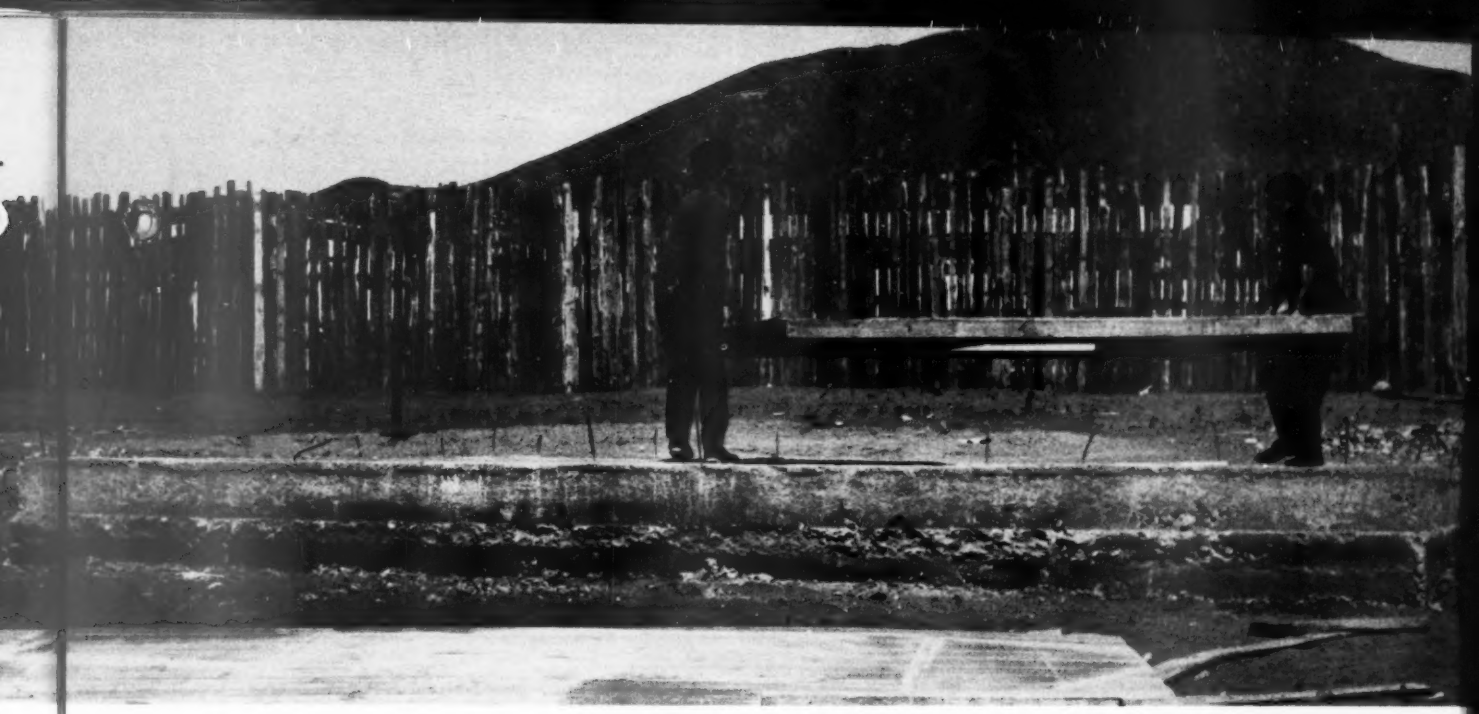
b) Agricultural development has not been constant or well distributed. There is a wide spectrum of techniques—primitive hand-tool cultivation, oxen and wooden plows, and highly mechanized complexes in which giant tractors, combines and chemical fertilizers are effectively used. Thus, as the average income of the rural sector improves, there is a profound disparity between the incomes of the minority of highly productive farmers and the majority of "campesinos".

Although various countries are presently implementing programs of agrarian reform, the ever-increasing use of modern and highly efficient technology has displaced workers who are forced to migrate to the city.

c) There is also substantial migration from small to large cities. Favorable changes in economic and social status has increased mobility.

These factors, as well as a high birth rate, have produced a considerable increase in urban population. In Colombia, for example, Bogota has a population growth of 6.8% a year; in the 12 principal cities of the country, the growth rate is 6%; in minor cities (population under 100,000), yearly growth is 5%,

VENEZUELA: Fred Gridley, Returned Volunteer, Excelsior, Minn.



Above: CHILE: Henry Hinds, Returned Volunteer, Tucson, Ariz.

and in the countryside, only 1.6% a year.

Indications are that the growth rate will continue to expand, even if rural economic and social conditions improve to the level of the urban centers.

The Solution: Expansion of the urban population does not in itself mean progress. Nonetheless, even minimal economic growth produces a spiral of favorable conditions, and unquestionably, the overall improvement of the city dweller influences the country as a whole. *Therefore, urban development is related to national development.*

Bogota, for example, with two and a half million people, represents 10% of the country's population and 40% of its gross national product. The city is growing at a rate three times higher than the rural sector. The city administration has a definite policy to create new employment, not only at government, but at private industry levels. Today, several results are noticeable. During the past four years, due to administrative and fiscal reorganization of the city government, excellent planning and rapid, efficient and massive implementation of urban investment, considerable additional income was generated from self supporting rates of public utilities and city taxes, which in turn permitted a more adequate tapping of external financing.

a) Unemployment decreased from 10% in 1966 to 7% in December, 1969.

b) Attitudes changed. Public facilities, parks and sport fields requested by people of the different *barrios* were built; they are fully utilized, maintained and well kept.

c) The effective demand for agricultural products increased appreciably.

d) Private construction expanded and at the same time, the sale of manufactured goods rose to an all-time high.

e) The city's annual rate of population growth during these three years averaged 6.8%, but the birth rate decreased. This example shows the interrelation of urban and national development. Continuous and massive investment in urbanization, both public and private, can increase the employment in the cities. If this investment is of sufficient volume and duration, and is applied not only to the capital cities but to urban sectors in general, it rapidly can create consumer demand that will transform the economic structure by increasing employment opportunities and incomes of the urban masses. This will lead to agricultural production expansion of such levels that mechanization will be necessary to keep up with the demand. This new demand, in turn, will affect the industrial sector, and thus create more employment.

In effect, the creation of employment reshapes the demand for goods and services, reducing production costs and permitting countries to utilize fully their own chronic factors of underdevelopment: abundant labor supply, shortage of foreign exchange and incipient industrialization.

Naturally, good conditions in the cities will not stop the migration, but the process of intensive urban development should be carried out until conditions, both social and economic, in the rural areas improve to the accepted levels that permit savings and investments characteristic of the more developed countries.

The Strategy In a sense, the concept of massive and continuous investment in the urban sector is directed to raising the economic level of the poorer half of the population. The allocation of scarce resources would not improve the purchasing power of a greater number of people by a better distribution of income.

Therefore, urgent attention should be given to urban development, and existing problems should be treated not as ones of social and political significance, but as the economic factors that could rapidly determine the development of Latin America.

As the Peace Corps begins its second decade it is particularly appropriate that the continuous examinations of development priorities should include an increase in involvement by the Peace Corps in urban problems of Latin America.

Working with Latins at home

Jewel Klein says she is the senior partner in Leahy & Klein, attorneys-at-law in Chicago, but a junior partner in Klein & Klein & Family. Both she and her husband were Volunteers in Peru—a route which has led her to pleasant and fulfilling work in the United States, still working with Latin American people.

My two years in Peru have paid off in a way as pleasant as it was unexpected. My husband, Steve, and I entered the Peace Corps after taking the bar exam, and upon our return from Peru I was, as planned, about four months pregnant. I worked part-time on legal research projects both before and after our daughter, Tammy, was born. But the job was unfulfilling; I yearned for active law practice, but had no practical experience, and no one wanted to hire a lady lawyer part-time.

Since it looked like I would never get the kind of job I wanted, I agreed to form a general practice law firm with a former law school classmate. Both "working mothers," we each work three days a week, subject to the needs of our clients and our families.

During my former job-hunting days, I had run into another former classmate who had been a Volunteer in Venezuela. He was working in a Legal Aid office in a Spanish-speaking neighborhood in Chicago and, now, a large number of our clients are those who desire a Spanish-speaking attorney, and who have been referred to us by his office.

Chicago has a large Spanish-speaking population but a shortage of Spanish-speaking attorneys. There are a few who are very good, but who are also very expensive, but there are also a large number of mediocre ones.

A Spanish-speaking person may travel many miles across the city to reach a Legal Aid office where there are bilingual attorneys. Many of these persons are "over-scale," i.e., too rich for free services, but they want an attorney with whom they can communicate in their native tongue. Since Peace Corps taught me to speak Spanish, I can take these cases which, for one reason or another, Legal Aid rejects.

I now have clients from several South American countries as well as from Mexico, Cuba and Puerto Rico. Because

Above: VENEZUELA: Mark Krastof, Returned Volunteer, Chicago, Ill.
Far left: PERU: Mahlon A. Barash, Returned Volunteer, Glendale, Ariz.
Left: PERU: Dick Swift, Returned Volunteer, New York City.
Top: PERU: Richard Baldinger, Returned Volunteer, Mamaroneck, N. Y.

I do a great deal of divorce work, I have observed in detail the impact of American society on Latin values. Women suddenly discover the great freedom available to the female here while their husbands hang on to the Latin concept of male supremacy. The result is marital conflict. Compromise and forgiveness remain impossible and ancient peccadillos are rarely forgotten.

In a real sense, I have learned more about the Latin family since our return than I did in Peru where we were working with agricultural cooperatives. A rice farmer to whom one is teaching accounting and *cooperativismo* does not need to reveal to his teacher the intimate details of his family life.

The practice of domestic relations law has forced me to read and learn more about the Latin character. The real estate part of my practice has also shown me that, despite the possibly shattering psychological effect of American society on his traditional values, the Latin retains his industrious nature and his traditional desire to own land. Meager savings are accumulated until they become enough for a down payment on an FHA mortgage and, owning a home often comes earlier for my Latin clients than it does for many of my own American counterparts.

Another bonus in dealing with Latins is that they bear fewer prejudices with regard to female professionals. Some "norte-Americanos" have not called back after learning that Jewel Klein is a woman, but I have yet to lose a Latin client for that reason.

In sum, Peace Corps gave me a marketable talent, the ability to earn some money and to enjoy myself at the same time. After all, wouldn't you, too, find it vastly more satisfying to have a client who, after an interview, says, "Gracias, senora. Tal Fulano, para servirla. Mi casa es su casa," than to have one who merely says "Thanks a lot, Mrs. Klein"?

The Volunteer role in St. Lucian education

Leton F. Thomas is Chief of the Education Office, St. Lucia, a position he has held since 1961. A graduate of Columbia University (B.S. and M.A. degrees), he is a licentiate of the College of Preceptors in London and is associate of the University of London Institute of Education.

This year, Peace Corps celebrates its Tenth Anniversary. As St. Lucia was among the very first territories which requested and received Peace Corps Volunteers it may be worthwhile to recall some of the activities of the first group, some of the problems, difficulties and contributions of this and subsequent groups of Volunteers.

The idea of an organization wholly directed to mutual understanding, providing middle level manpower assistance, promoting peace and friendship, serving in a developing country under conditions of hardship, if necessary, were ideals that struck a loud and happy note in the hearts of many St. Lucians when Volunteers were requested.

VENEZUELA: Rosario Cambria, Returned Volunteer, Sunnyside, N.Y.

On October 15, 1961, 15 Peace Corps Volunteers landed at Vigie Airport, St. Lucia, accompanied by their director, Wendell Rolston; Charles Cadet, of the then Agriculture Department and Leton Thomas of the then Education Department. Seven of the Volunteers were assigned to the Education Department, two to the Health Department and six to the Agriculture Department.

Teacher Trainers Needed

It must be pointed out that it was generally recognized that by far the most limiting factor, and certainly the one requiring the most urgent attention in the development of education, was the lack of trained teachers. It is not surprising, therefore, that the highest priority was placed by Government on teacher education. Consistent efforts prior to 1961 were made locally to cope with the problem and the addition of Peace Corps Volunteers provided a welcome means of supplementing the local efforts and of developing further the teacher education that was being provided within the limits of our financial resources.

The first group of Volunteers in education were assigned the following tasks: (1) in-service training of teachers; (2) the organization, teaching and development of "home economics" and "rural science and agriculture" in senior departments of primary schools, and (3) the organization of adult education.

Extra Classes

In all three departments they worked closely with local personnel. In addition to their normal duties, they undertook as extra curricular duties classes in literacy, current affairs, health education, and home economics. The zeal and dedication with which they carried out their work can best be summed up in the following extract from a report in 1962:

> "Firstly, one cannot fail to recognize in the Peace Corps Volunteers their spirit of dedication and of enthusiasm for improvement in the phase of work in which they are involved. Secondly, the Volunteers have been able to adjust themselves with reasonable ease to their work and environment. On the whole, they are building up good relationships with those with whom they work, and are making every effort to understand our desires and aspirations. Thirdly, their capacity for hard work was particularly noticeable during the Christmas vacation courses for primary school teachers held earlier this year."

Over the years, 134 Peace Corps Volunteers have served in St. Lucia. The majority have been assigned to education working in teacher training programs, curriculum development and in secondary schools. In the process, we have experimented, learned from our mistakes, capitalized on our success and seen education in the territory progress excitingly along. A few of the salient features of the experience are as follows:

(a) Decisions regarding requests for Volunteers, the specialties required and the area of operation in the territory have been and must continue to be firmly and squarely the responsibility of the host government, and no agency should be allowed to decide this. Indeed, ample discussion, consultation and planning with Peace Corps representatives in the field are necessary so that insights are shared regarding priorities of the host territory, the availability and requisite qualifications of Volunteers requested, the plans of Government for their replacements and kind of emphasis that ought to be given in orienting Volunteers to their jobs, if they are to be effective. It is this kind of relationship between Peace Corps field staff and host country officials that assists Volunteers in giving of their best. In this respect, Dr. Carolyn Payton, Peace Corps Director for the Eastern Caribbean, 1967 to 1969, can be singled out for special mention.

(b) While programs having a clearly developmental impact are most lasting in their effects, maintenance programs have in many cases been an essential phase in the movement towards developmental programs. We are a nation in a hurry and must both service and develop our systems. Our experience in both maintenance and developmental programs has emphasized the importance of structure, supervision and sup-

Above: BOLIVIA: Mary Thompson, Returned Volunteer, Red Bluff, Calif.
Right: BOLIVIA: Sally Foster, Returned Volunteer, Baltimore, Md.

port, on the one hand and on the other, the fact that the effectiveness of any program is conditioned to a large extent by the background, insights and ability of the people who must carry it out. This has not always been appreciated by many a visitor well meaning in his prescription for our ills, but insensitive to our preference for certain approaches.

(c) In the initial stages, the use of liberal arts graduates made it possible to fill certain manpower shortages in teacher training and sustain viable programs. Moreover, with their idealism, dedication and little experience with failure, they can do a tremendous job where the most experienced person thinks twice before attempting solutions to problems. This has, however, given rise to certain frustrations both on the part of some Volunteers and host country nationals. For example, Volunteers have added to their problems by a lack of understanding of the system and the way it operates; by a feeling that because a problem is not immediately resolved, those responsible for its resolution are indifferent; by forgetting that all persons engaged in the educational enterprize are not Volunteers. In fact Volunteers in the first group like Carol Watkins, Betty Anderson, Gloria Houston, Carlos Naranjo are still fondly remembered. Every subsequent group has had Volunteers who have endeared themselves to their colleagues and St. Lucians. They are remembered, I think, for their happy fellowships and particularly for the initiative, ingenuity and dedication they brought to their tasks.

Improved Training

(d) Training programs organized for orienting Volunteers to their jobs have been a valuable part of the experience in their emphasis on the technical aspects of the Volunteers' assignment, cross-cultural experiences necessary for understanding the host country and human relationships. Improvements in the training design and techniques have enabled the programs to cater more effectively to the needs of Volunteers. Participation by host country nationals has made the exercise truly bi-national in the attempt to ensure that Volunteers are well prepared to adapt to their new environment and perform their tasks efficiently.

(e) Over the years we have seen a change from a five-year, in-service program to a three-year program without loss of standard. We established a Teachers' College in 1962 which offered initially a one-year course. From an initial intake of 30 students in the one-year course we can now move to an intake of 75 students for the two-year course. When it is realized that 80 per cent or more of the students entering College come from the In-service Training Program, and that every year has shown an improvement in the quality of students attending Teachers' College, it becomes clear that Peace Corps Volunteers have helped in no small way in the achievement of that goal.

Expanding System

But the educational system continues

(Continued on next page)

to expand and develop with programs designed to improve and extend curricula offerings in schools, the establishment of junior secondary schools, a Technical College, and an Advanced Level College. In each, Volunteers are assisting. The spectrum of experience and training must of necessity be broadened if Volunteers are to play a useful role in our development. It is also clear that with more training facilities for host country nationals and the sensitivity of nationals to certain areas of development, a degree of flexibility is required in defining the new role which Peace Corps will be called upon to play in our rapidly changing society.

I had the privilege and exhilarating experience of working on the staff of Peace Corps for one year as Program Technical Representative in education. This gave me new insights into the education system of the Eastern Caribbean territories as well as the work being done by Volunteers. The St. Lucian experience is not significantly different from that of the other territories and helped enormously in examining strategies for maximally utilizing Volunteer personnel in Caribbean school systems.

The Tenth Anniversary of Peace Corps provides me with the opportunity of expressing our thanks and admiration for the contribution of Volunteers who have served and are serving in St. Lucia. Our thanks are due in no small measure to the fine staff members like Hank Scheinost, Bill Watson, Larry Leighton, to mention a few, who not only have shown interest and given support to our programs, but also have identified themselves with our community life and shared their skills with others.

It is to be hoped that all Peace Corps Volunteers and staff associated with our activities have benefited by the opportunity of sharing in a rich living experience with us, as well as by furthering the cause of friendships and mutual understanding. It is a pleasure, therefore, to be able to send good wishes to all who have served in the Eastern Caribbean and to hope that Peace Corps will continue to be true to the ideals that gave it birth.

PERU: DICK SWIFT, RETURNED VOLUNTEER, NEW YORK CITY

SONNET FOR A LATIN CHILD

This tiny nobleman, this child that wears
A melancholy arc across his face,
Can teach you how to love, because he cares
Across the crusted barriers of race.
The nations disappear; he knows no line
That could forbid a friendship here and now.
He feels that when he rests his hand in mine
Our cultures will dissolve themselves, somehow.

If his small steps can bring him all this way
To offer love, to teach the heart to sing,
Then meet his eyes, for this may be your day
To learn what depths await awakening.
This child repeats the question and the cry:
Does love live in this world, and could it die?

—Darrell Bartee
Volunteer in Colombia

Latin America Impressions

Quotes from letters written by Volunteers in Latin America

I was assigned to a remote mountain village in South America to start vegetable gardens. When I found that it was impossible to break the soil without proper tools, I got a package of shovels and hoes from CARE. I felt I was well on the way to success when I suddenly realized that even the finest shovels are useless if the intended user has no shoes. All at once I knew why there had been no large scale gardening in the village before. The reasons had nothing to do with laziness or with lack of knowledge: it was a simple lack of shoes. I solved the problem, at least temporarily. I rotated the villagers at 30-minute intervals, loaning each of them my left shoe.

I love Colombia and the campo and I wish sometimes Colombians would realize how very beautiful their country is—but so many think that the United States has a corner on all that is good, and so I chuckle, and love the Colombians, too.

I have formed a brotherly type of love for many of these people and it's not easy to just get up and leave. They ask me to stay, because we both enjoy the company we have formed. These people mean something to me which I have never really felt before. It's hard to explain, and I don't think I can as yet. They are learning from me, and I am learning from them. But it's not all that easy either. It's not all on the books and recorded as what I am to do or how it should be done. It's a play-by-ear thing, and it has to be that way. I could not go to another village and use the same methods I use here. These people are different, and I have become integrated into that difference.

. . . I have deep personal reasons for staying. When we were in training a rosy picture was presented, and we were given hopes of brillant success. But donning the cap of reality was a shock, and my groups seemed to fall flat. I was one of these. My hopes for so much in-

VENEZUELA: Mark Krastof, Returned Volunteer, Chicago, Ill.

stant success were shot down, but I think that after my last year here, I no longer expect instant feedback, and am now after the satisfaction in work and something developing in the future, even though I am not here. I realize that low periods hit when nothing goes right, but I have found out that a strong will just might get one through. There are problems here as everywhere, but in many respects, they can be overcome. I look forward to this next year, and I want it. I cannot stop when I have just started.

I've discovered that the people here have trouble structuring their time, and they are absolutely bored to death. All they do is talk and most of the talk is reminiscent, there is very little talk about the future. They talk about the time someone almost drowned, and the time that someone caught so much fish, or they talk about football games, or the coming of Christmas or Easter and that's all. This changed in class. We'd talk about simple things like learning to add, and they would begin to ask questions. I would indulge them, and we would end up talking about the solar system and all sorts of things. After a while I bought some textbooks and taught Brazilian history and geography. They made maps and colored them. And just by coloring the maps, they began to discover how big the country is. They would say: "Gee, Brazil is big, isn't it?"

I had been working for two years establishing a pig co-op in Jamaica. The co-op was successful and had so expanded the volume of pork that we began to butcher and sell the meat. We found a small market, however, since local tradition reinforced by the teachings of the Rastafarians, a local quasi-religious sect, said that pork was "unclean" and should not be eaten. We were faced by a glut of pork while the poor of Jamaica lived on a protein-deficient diet. I decided to contact the local Raster leader and explain what a boon cheap local meat would be to the island. It worked. A few weeks later at Port Antonio a strange ceremony took place. Hundreds of Rastas gathered and in the sea blessed two pigs—one black and one white. Pork had become an acceptable item on the table of Jamaicans.

Today as I walked
Along the sea edge
On my way to my job
I felt the sea hurling itself
Crest after crest
Against the sea wall with
Such force that
It created another angry wave
Going back out to sea.

The water was grey, brown
Muddy with white splashes
And it was as though the
Entire thing
Was reaching
Down to the very depths of itself
To gather everything it could
To hurl at the retaining wall.

As it was,
The sea was whipped up into the air
With force
And thrown over onto the road
And I felt the cold spray of it
Angry at me
As I passed by.

Prized Photographs

That beauty exists—in people and places the world over—is evident from the more than 4,000 photographs submitted in the Tenth Anniversary Photo Contest.

Only Volunteers and Returned Volunteers were eligible. Entries had to reflect in some way their Peace Corps experience. Categories were in color and black and white.

Overwhelmingly, the photographs are of people—men, women and children involved with life. That is as it should be, reflecting the true purpose of Peace Corps—people helping people.

The photographs were taken in 59 countries. The greatest number were from India Volunteers with those from the Philippines, Ethiopia, Peru and Colombia close behind.

The prize winners and those which received honorable mention appear on these pages. Others which we felt deserved to be published are used throughout the issue.

The contest judges were: Alfred Eisenstaedt, LIFE magazine; Robert Gilka, NATIONAL GEOGRAPHIC magazine; Carl Purcell, AID; Stan Tretick, LOOK magazine and Ernest Kolowrat, Peace Corps Public Affairs.

Upper right: First Prize—MALAYSIA. Jay Mather, Denver, Colo. Prize: Pradovit 250 slide projector from E. Leitz, Inc.

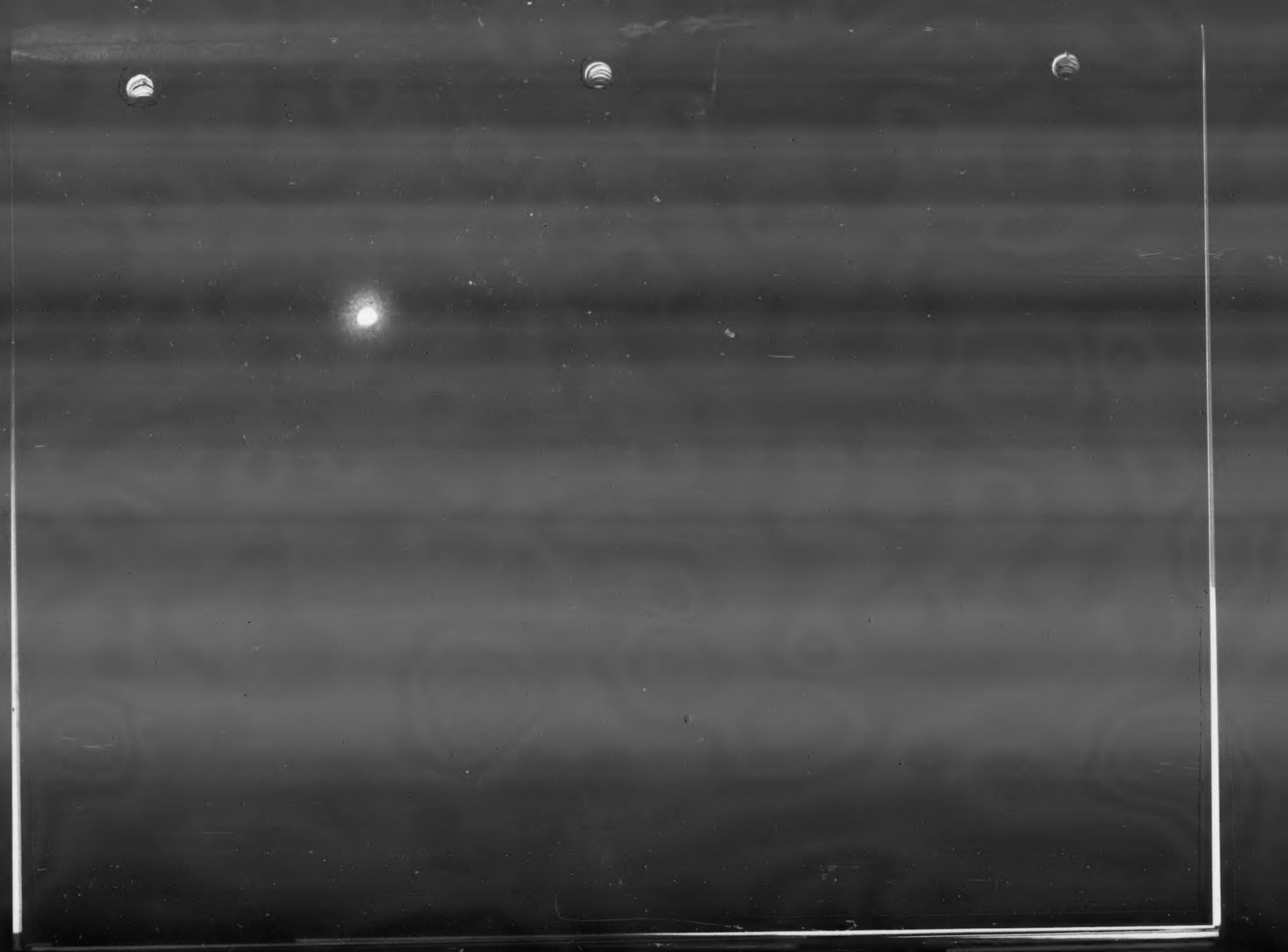
Lower right: Second Prize—PERU. Jose Luis Sedano, Los Angeles. Prize: Box-mounted color display print from K & L Color Service, Inc.

Top: Third Prize—ETHIOPIA. Christine Pattee, New Haven, Conn. Prize: Argus automatic slide viewer from Conn Camera and HiFi Center.

Top left: First Prize—INDIA. Peter D. Vallone, Madison, Wis. Prize: Kodak 850 slide projector with carrying case and two 140 slide trays from Frederick S. Welsh of Eastman Kodak Co.

Above: Second Prize—NIGERIA. Roger Landrum, New York City. Prize: Box-mounted display prints from Modernage Photo Lab.

Left: Third Prize—SOMALIA. Jim Alinder, Lincoln, Neb. Prize: Pentaview Spotron light meter from National Camera Repair & Service.



GRAND PRIZE WINNER—IRAN. Larry Barns, Hancock, Vt. Prize: Nikkormat camera with 50 mm lens from Nikon, Inc.

Honorable Mention Awards—Above left: THAILAND. Robert W. Denniston, Columbus, O. Above right: MICRONESIA. Christopher Seiberling, Albuquerque, N.M. Right: LIBERIA. Jeff Kennedy, Volunteer in Liberia. Far right: SOMALIA. Tom Smoyer, Allentown, Pa.

Honorable Mention Awards—Top: INDIA. Gary Hinegardner, Springfield, Mo. Far left: GHANA. Robert Paulson, Lansing, Mich. Left: PHILIPPINES. Ronald W. Wilcox, San Francisco. Above: PHILIPPINES. Juliet Blanchard, Wooster, O.

Africa

Africa, historically the dark continent, was, at the beginning of the sixties, a continent of emerging, independent nations. Having cast off centuries of colonialism, they pulsated with newly discovered national pride: they were impatient to move. The thrust was for development—as rapidly as possible—and the urgent need was for education.

New schools were opened by many of the new nations to meet the flood of eager students, but the shortage of teachers was desperately acute. It was not surprising, therefore, that the first group of Peace Corps Volunteers to go overseas went to Africa. In August 1961, members of Ghana I, trained at the University of California at Berkeley to teach in Ghana's secondary schools, were given a personal send-off at the White House by President John F. Kennedy. They were in Ghana the following day.

Education has continued to be the major Peace Corps activity in Africa, but the emphasis has changed in the decade. Volunteers today do less classroom teaching and more teacher training and curriculum development, preparing Africans to fill their teaching needs themselves. The number of Volunteers in education has always been high. In 1970, some 1,700 were assigned in elementary, secondary and higher education, special education, commercial vocational and physical education.

The second ranking area of Volunteer involvement in Africa today is in agriculture with Peace Corps programs focusing on rural Africa where 85 percent of the people live. A total of 475 Volunteers were involved in water development, range management, crop improvement and extension, animal husbandry, fisheries, conservation and more agricultural programs last year.

Health is the third most important program area with Volunteers working in paramedical training, disease eradication and control, general health education, family planning, nutrition and child care programs. Of the 2,139 Volunteers in Africa last year, 285 were in public health. Remaining Volunteers worked in a variety of programs—urban and rural development, public works, credit unions, cooperatives, small business development as well as industrial development.

During the decade over 13,000 Americans have served in Africa assigned to 28 countries. Of the four countries which asked for Volunteers in 1961, Ghana, Nigeria, Sierra Leone and Tanzania (Tanganyika), only in Ghana and Sierra Leone are there still programs. Peace Corps was asked to leave, mostly for political reasons, by Nigeria and Tanzania, as well as Gabon, Somalia and Mauritania. Guinea invited Peace Corps in 1964, asked Volunteers to leave in 1967, reinvited them in 1969 and now has asked them to leave once more. Last year, three new countries requested Volunteers: Mali, Mauritius and the Republic of the Congo.

Throughout Africa, Volunteers have had the opportunity to participate in the crucial process of nation-building for newly independent countries. It meant that they had to learn over 70 different languages, and perhaps as many cultures. In many cases, two languages are necessary—French, as well as the local language such as Wolof, Hausa or Dioula. The growth of social-political sensitivity about language, coupled with the fact that more and more Volunteers are working in rural areas has made it mandatory to master the local community language.

Today, the largest Peace Corps programs are in Kenya, Ethiopia, Ghana, Liberia and Sierra Leone. The average age of Volunteers is 25, but there are more than 100 who are over 40 and 17 are over 60 years old.

Volunteers in Africa find a continent where a stranger is nearly always welcome and where the essential outgrowth of Volunteer experience is the opportunity to learn as well as to teach.

In the following pages are reflections of the Peace Corps and Africa from Volunteers, former Volunteers and host country officials.

SIERRA LEONE: Ellen Gagne, Returned Volunteer, Lewisburg, Pa.

Working with, not for our people

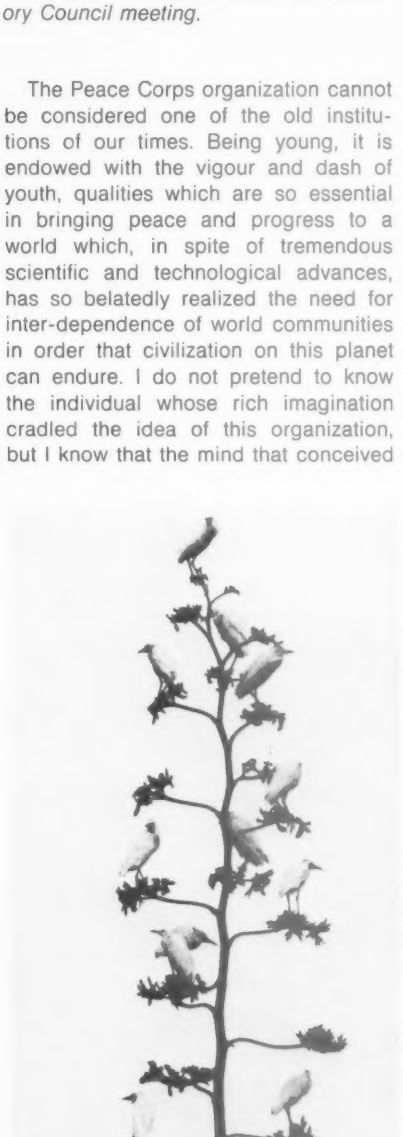
Mr. Nene Mate Kole is one of the most revered elder statesmen of Ghana. He early advocated the right of his people to rule their own destiny and has been one of the leaders since independence. He is a member of Ghana's Council of State and is chairman of the Peace Corps Advisory Council in Ghana. This is an address he gave before an Advisory Council meeting.

The Peace Corps organization cannot be considered one of the old institutions of our times. Being young, it is endowed with the vigour and dash of youth, qualities which are so essential in bringing peace and progress to a world which, in spite of tremendous scientific and technological advances, has so belatedly realized the need for inter-dependence of world communities in order that civilization on this planet can endure. I do not pretend to know the individual whose rich imagination cradled the idea of this organization, but I know that the mind that conceived it must be pure, bold, and trustful of the basic goodness of man. The fortitude of that mind has given the world yet another impetus in striving to achieve the notion that every man is his brother's keeper.

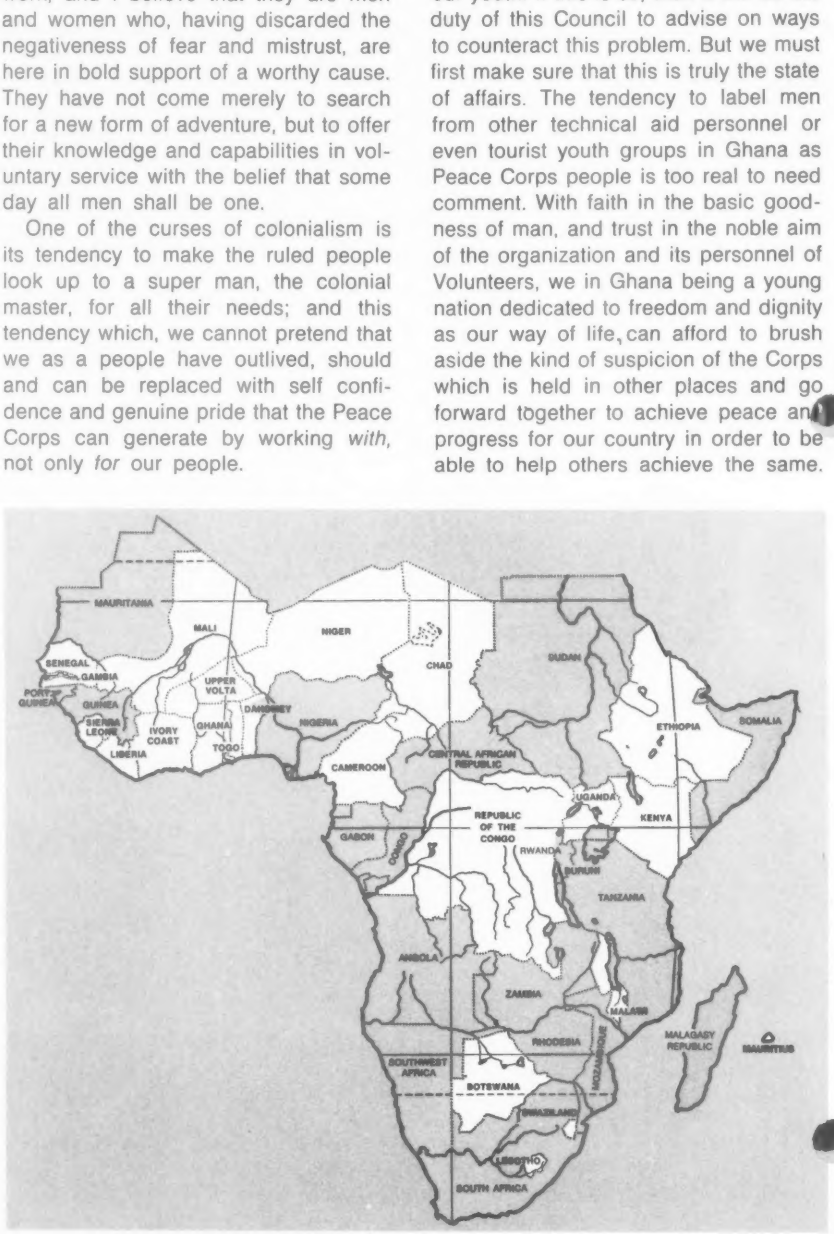
The Volunteers in our midst have exhibited tremendous dedication in their work, and I believe that they are men and women who, having discarded the negativeness of fear and mistrust, are here in bold support of a worthy cause. They have not come merely to search for a new form of adventure, but to offer their knowledge and capabilities in voluntary service with the belief that some day all men shall be one.

One of the curses of colonialism is its tendency to make the ruled people look up to a super man, the colonial master, for all their needs; and this tendency which, we cannot pretend that we as a people have outlived, should and can be replaced with self confidence and genuine pride that the Peace Corps can generate by working *with*, not only *for* our people.

There is one point I'd like to mention before I close. Our local dailies sometimes gives cause for mental disquietness to the Corps. Articles in two of our leading dailies on January 30, 1971, suggested that some Volunteers of the Corps have behaved in such a way as to constitute an improper example to our youth. If this is so, then it will be the duty of this Council to advise on ways to counteract this problem. But we must first make sure that this is truly the state of affairs. The tendency to label men from other technical aid personnel or even tourist youth groups in Ghana as Peace Corps people is too real to need comment. With faith in the basic goodness of man, and trust in the noble aim of the organization and its personnel of Volunteers, we in Ghana being a young nation dedicated to freedom and dignity as our way of life, can afford to brush aside the kind of suspicion of the Corps which is held in other places and go forward together to achieve peace and progress for our country in order to be able to help others achieve the same.



KENYA: Norman Segel, Returned Volunteer, Las Cruces, N. Mex.



We have both gained, we have both given, and we have both received...

His Excellency Diori Hamani is president of the Republic of Niger and a key to the success of Peace Corps projects in that nation because "he has a touch of Kennedy. He is pragmatic, articulate, a ball of fire, aware of the world, and deeply concerned about his country."

KENYA: Jonathan Gibson, Returned Volunteer, Chattanooga, Tenn.

Like many other African countries, from the outset Niger was extremely interested in the late President John F. Kennedy's innovative offer to send young American men and women to all the corners of the earth for the noble purpose of serving mankind.

When our country entered the community of nations, it was in great need of assistance, and the Peace Corps gave it to us unstintingly, helping us solve some of our most pressing problems in the fields of education, health and agriculture. Moreover, I feel that Peace Corps Volunteers, in their relations with our young men and women, have passed on some of their knowledge to them, thus enabling them to acquire new skills and to pursue more easily their subsequent endeavors on their own.

Ever since the first Peace Corps Volunteers arrived in Niger in 1962, we have attached a great deal of importance to their relations with our people, which relations have always been marked by mutual respect and close cooperation. I am happy to have this opportunity to state how fruitful this cooperation has been.

In my travels in Niger, I have always been impressed to note how, even in the remotest villages, Peace Corps Volunteers have shared very closely in the lives of our people, worked side by side with them, spoken their language, adopted their customs and, in sum, done their best to become one of them.

I also know that many Peace Corps Volunteers have been sad to leave Niger after completing their Peace Corps service; some have even considered settling here permanently.

In the nine years since the Peace Corps has been offering its generous assistance to Niger, I have always strived to maintain a close relationship with Peace Corps Volunteers, directors and programs. I have followed the steps of former Peace Corps Volunteers after they left Niger with great interest, and I have been particularly happy when some have returned to our country.

The vastness and the difficulty of our development effort requires that all its facets be coordinated closely, and I have always been favorably impressed by the ease with which the Peace Corps has adjusted to our structures. Moreover, as we have progressed, we have asked higher skills and more extensive training of our friends. I am very grateful to the Peace Corps for responding to our wishes by modifying its recruitment and training programs accordingly. Many examples may be cited to illustrate the extent of our two countries' joint achievements. But there is one point I consider particularly important: we have both gained, we have both given, and we have both received.

To be sure, our cooperation has not been without its problems. That was to be expected because despite our peoples' mutual friendship and devotion to the same ideal, they do have their own originality, two different cultures and two separate traditions. It is normal and even necessary that we should not always see things in the same way. If indeed we have had problems, that has been their sole cause.

But our contacts and our joint endeavors have taught us precisely that we can rely upon a spirit of mutual loyalty which enables us to overcome our difficulties and to reach a deeper understanding. Thus, by sharing each other's lives, both the Peace Corps Volunteers and their Nigerien hosts have become richer. Peace Corps Volunteers have returned to the United States with a new concept of Africa, its people and its problems, and Nigerien, in turn, have gained a better understanding of the United States and developed an interest in that country. After that experience both parties will continue to be interested in each other's progress. That, as we all know, is the basis of international understanding.

I take great pleasure in extending my greetings and congratulations to the United States Peace Corps on the Tenth Anniversary of its foundation. We are indeed happy to be your partners in this noble and exciting undertaking, based on the ideal of world brotherhood.

The way has not always been smooth

The Honorable Taita arap Towett is Minister of Education in Kenya where Peace Corps Volunteers have served since 1965. Today, of the 283 Volunteers in Kenya, more than two-thirds are in education.

Upon the attainment of independence in December 1963, Kenya's ministry of education, under the inspiration of the President, Mzee Jomo Kenyatta, embarked upon a dramatic program of expanding educational facilities at all levels throughout Kenya. Nowhere was this expansion more impressive than in the field of secondary education. In 1963, Kenya had a total of 27,209 children in 118 maintained and aided secondary schools and 32 unaided schools. By 1970, this had risen to a total of 126,855 children in 300 maintained or aided schools and 483 unaided or "Harambee" schools.

This enormous expansion, of course, placed a great strain on our limited teaching force, and an appeal to our friends overseas led to the arrival of the first 27 Peace Corps Volunteers in December 1964.

Since that date a total of 479 Volunteers have arrived in Kenya for service in our secondary schools, and these Volunteers have worked in schools all over Kenya alongside Kenyan teachers and Volunteers from Britain, the Scandinavian countries, West Germany, France, Holland, and commonwealth countries. They have taught at the coast and on the slopes of Mount Kenya, by Lake Victoria and in the desert areas of the northern frontier.

The way has not always been smooth. A few have fallen by the wayside, others have had difficulty in adapting themselves to strange customs and to life in remote areas. Others have been regarded with suspicion by local people, or perhaps criticized in public for their strange appearance or peculiar manner of dress.

Fortunately these have been exceptions and the vast majority of Volunteers have given loyal and devoted service, often under very difficult conditions, and have departed reluctantly at the end of their period of service leaving behind many friends both in their schools and among the local communities.

We are particularly appreciative of the work done by those Volunteers who have served in Harambee schools. These are schools built and maintained entirely on a self-help basis by local communities yearning education, and impatient with the pace of official development. Volunteers in these schools have been provided by the Peace Corps at no expense to the Ministry of Education or to the local communities involved, and for this generous assistance on the part of Peace Corps, I am most grateful. Volunteers in these schools have worked usually on their own, and often under conditions of discomfort and hardship: But although their work has been hard, their rewards have been correspondingly great. They have become personally involved in the self-help philosophy and have identified themselves with the problems and the aspirations of the local community, surely a very practical example of how to achieve international understanding and goodwill.

As I travel up and down Kenya visiting these schools I receive many requests for Peace Corps Volunteers. What better testimony could we have to the value of the work they are doing?

Left: NIGERIA: Roger Landrum, Returned Volunteer, New York City.

Right: KENYA: Richard Beatty, Volunteer Nairobi, Kenya.

Upper right: ETHIOPIA: Barbie West Van Meter, Returned Volunteer, Trinidad, Calif.

Peace Corps changed my career

Barry Wakeman had a bachelor's and a master's degree in botany when he joined Peace Corps in 1964. He was assigned to Uganda to teach biology at Namagunga College and his whole career changed. "My Peace Corps experience carried me from plants, which had been my major study, to animals which have become my life's work." Barry is now zoologist at the Cincinnati (O.) zoo. This is why.

Fifteen men, armed with sticks and stones and talking excitedly, surrounded the one and a half-foot, blue-headed agama lizard. I could not understand them. They spoke in Luganda. But it was easy to guess what they shouted as I stepped in and caught the lizard. Their surprise and fear increased as I let, what I knew was a harmless reptile, bite me. As well as I could, I explained I was the new Peace Corps Volunteer who was to teach biology at Namagunga College, and that I would give "bakshishi" (presents, usually money) to anyone who would bring me wild animals, alive and unharmed.

My idea was to get a few pets to make my classes more interesting, but soon my house was overflowing with baby monkeys, bush pigs, duikers and a goshawk. The school's headmistress gave me permission to build several cages next to the biology building. Two years later, the cages had expanded to 2½ acres of fenced-in land, housing 104 animals representing 42 species. There was even a trained, full-time African zoo keeper.

Operating this miniature zoo, gave me some of the most memorable experiences of my life.

The first came when a man came to my door shouting for help. There was a 'nyoka kali sana' in a big tree in his village. After following him for a mile, I saw about 150 people staring at a six-foot green snake with a yellow belly. It was a green mamba, one of the quickest and most deadly snakes in the world. Attempts to climb the tree and secure a loop at the end of a long pole over the snake's head failed. So I asked the village chief to have someone cut the branch and I would catch the snake when it fell. Instead, they cut the tree (75-feet tall). It fell, demolishing a house. Fortunately the fall also stunned the snake, making its capture easy.

Word spread, and I soon was catching many green mambas, gaboon vipers, rhinoceros vipers and the like which we sold to venom-research centers and animal dealers. The proceeds helped pay for our zoo.

During school breaks I worked for the Uganda Game Department, the Nuffield Unit of Tropical Animal University on an ecological study of the cape buffalo, the cropping of hippopotamuses and elephants and collect pottos and galagos.

I've actually cured 20 malnourished children out of the hundreds I've examined. That doesn't sound like much. But when I get discouraged, I remember that I'll be followed by another Volunteer, and another Volunteer will follow him. By that time, the mother whose baby I'm treating now will have a new baby, and maybe she will have seen that our advice does work, and the farmers may be growing more protein foods, and the schools may have established health courses. Some day, all these parts will fit together. But it's going to take time.

—Jack Allison, former
Health Volunteer in Malawi

A valuable and vital experience

Patricia Firer teaches English at the Msara Secondary School in Arua, a remote area in northern Uganda. She believes that one characteristic of a Volunteer is their need to be needed.

I often feel that I have learned more from my students than they have learned from me. Anyone can teach English. Yet not everyone gets an opportunity to see how warm-hearted, generous and loving these Ugandans are. When I am with my students or their families, I never feel lonely or homesick.

I had been told by Europeans that I would never really get to know Africans as I could a person of my own skin color. That statement has been disproved by my own experience for a language barrier does not prevent communication of emotions. Friendship is a very valuable and vital thing to me, and some of my students are among the finest and closest friends I have ever had. It will be very difficult for me to leave them in one year. The true beauty of East Africa is not its lakes, sandy beaches or mountains, but rather its sincere, friendly and generous people.

Thus far my Peace Corps experience has been a mosaic as variegated as the market on a Saturday morning. Academically, I have helped Ugandans by teaching them English and by providing them with a library that will remain after I have returned to America. There has been frustration, friction, and loneliness because I am a young American woman. (In the Ugandan culture, woman is inferior to man.) However, these obstacles have been surmounted by my determination, patience and love of teaching.

When I decided to join the Peace Corps, I sought to understand people of another culture. I did not know that my love and understanding of these people would influence my character as deeply as they have. . . . I have gained a deeper understanding and respect for myself and my own country. This past year that I have spent in Uganda has been truly one of the most beautiful, satisfying and meaningful years of my life. I have discovered that in the Peace Corps you can have your cake and eat it at the same time. . . .

Left: SOMALIA: Jim Alinder, Returned Volunteer, Lincoln, Neb.

Above, right: LIBERIA: Don Hegeman, Volunteer in Monrovia, Liberia.

Right: ETHIOPIA: Mary Lampe, Volunteer in Addis Ababa, Ethiopia.

Far right: LIBERIA: Richard B. Reeves, Returned Volunteer, Arlington, Va.

How long will Volunteers be here? As long as they are needed.

Mr. J. S. Ocran has been a well-known educator in Ghana for many years. In December 1969, he was asked by the Prime Minister to become the first director of Ghana's National Service Corps.

Although I had heard about Peace Corps Volunteers earlier, my first personal contact with Peace Corps was in 1967, when I was posted to the Ministry of Education, Accra.

The first impression I formed of Peace Corps Volunteers was that they were people who cared little about their personal appearance, but were ready to take up their assignment in any part of the country and generally in the very unpopular parts—areas which would attract very few Ghanaians of comparable educational status. There was also talk that they delighted in serving in unpopular areas, not always because of the work they were assigned, but because of other interests which had little relevance to their occupation. In fact, it was commonly held that they were employed to collect information of special interest to their home government.

Since I became more intimately acquainted with Peace Corps from 1969 in my capacity as the officer in charge of educational administration in the Eastern Region, I had occasion to modify my opinion. I came to admire the sincerity of the many Peace Corps teachers whom I met at work in various higher institutions, and was much impressed by the spirit which led to such honest work.

I also came to realize that there were several expatriates who by their personal appearance had been taken for Peace Corps but who were, in fact, not members of the Corps. It seemed unfortunate that there was no visible means to distinguish Peace Corps personnel from any others. It must be said, however, that a few Peace Corps Volunteers still have much in common with the other people who have often attracted public attention by their unusual personal appearance.

Until recently, I knew Peace Corps Volunteers as teachers. It was a pleasant discovery to know that there were Volunteers in other fields besides general education. I have seen Volunteers in agriculture, health, and commercial education. I would like to see them in other developmental fields. It would be good to see Volunteers who will encourage village industries, and even as organisers in the field of games and sports, particularly in the rural areas.

GHANA: Steve Rendig, Returned Volunteer, Davis, Calif.

I admire their ability to adapt themselves to harsh living situations, and this has the virtue of cheering up the local community and giving them the rare opportunity of enlarging the horizon of all concerned and fostering mutual understanding and better international relations.

Some people wonder why there should be Peace Corps Volunteers in the country. They often argue that what Peace Corps can do can be done by local personnel. This may be so, but my experience is that what the Peace Corps Volunteer is engaged to do is generally what we have not enough local people to do; and not many people seem to know that the Peace Corps is intended to phase itself out as more local personnel become available to take over.

The idea of introducing local personnel into Peace Corps administration in the host country is worthy, and it is hoped that more local personnel will be taken on in due time. That should help to establish the correct image and purpose of the Corps, and open the road to brotherhood.

If I am asked to say how long Volunteers will be necessary, I should say that as long as there is a need in which Peace Corps participation will help to meet it.

Africa Impressions

—Quotes from letters written by Volunteers in Africa

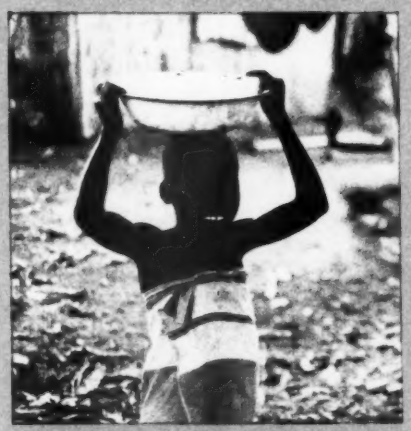
The teaching here is frustrating one day and exhilarating the next. It is a real joy to see the understanding of a simple concept in science dawn on the students. At other times I explain and diagram and re-explain to find that my students don't understand a thing, either because of the terminology I use or the example. These students just don't have the informal education Americans get from living in a technological society, and I forget.

For me the biggest problem of all is loneliness which seems to creep up every now and then. One seems to think that the grass would be greener back in the United States for there would be so much more to do, and also maybe the results of our work would not be so frustrating. But these are individual problems that will be met anywhere. . . .

On the whole I would say that I am quite happy here. The biggest satisfaction that I am getting out of this whole thing is on an individual basis. Personally, I have learned more this past year than I did in my four years of college. I'm ready for another year.

A tribal proverb is: "Until you have crossed the river, don't insult the alligator's mouth." We translate it: "Until you have lived in a place for a long time, don't judge the people."

The student in the fourth row who never smiles and never works (I wasn't even sure she breathed) smiled at me today. Then she handed in a very well-written assignment. If she did it herself, it is very good. Suddenly everything seems very worthwhile.



LIBERIA: Richard B. Reeves, Returned Volunteer, Arlington, Va.

Helping people is the damndest job in the world. And the whole time you're here you'll ask yourself at least one of these questions: "Am I doing the best possible thing for these people?" "How can I help better?" "What am I doing here?"

I just hope you can read between the lines and really get a feeling of my love of the country and people and work —I can't help but be enthused about everything when I sit down to tell others about it. . . . Time goes too fast and before you can realize that you are really in Africa, your time is half up.

Things are as frantic as always. I am keeping very busy with the workshop and ordering cement, waiting for the rains, more and more disappointed in people. I am now between chapters trying to find some sort of new theme to concern myself with. It seems as if I have said good-bye to so many good friends. I am anxious to leave, sorry to be going. But that is better than no feeling at all. I am becoming less and less tolerant with people and I find myself picking and choosing those with whom I wish to be.

I guess if I were to seriously put myself together and try to describe my feelings lately, it would have something to do with physical exhaustion, eating alone after a dusty day in the sun, talking to myself in the bathtub, dancing alone in my frontroom to Sweet Baby James and getting up at seven tomorrow to do it all over again.

My friendships with my students have made me happy and have given me an understanding of the character of the West Niler.

My girls have taught me how to prepare and enjoy African food; I have taught them how to cook American food and celebrate American holidays. On Halloween, for example, we carved pumpkins, making jack-o-lanterns out of them. My students are teaching me to speak Lugbara, one of the five major languages spoken in this area. . . . My real key to social integration is through my students and several have asked me to their homes. Visiting the home of your student is one of the most pleasant and rewarding experiences in the world. You are treated with great respect and are given an excellent meal, if you like "Enya" (which I do). Because I know some Lugbara I can speak a little to their families. At present, however, the best means of communicating is to have my student interpret for me. I show the parents pictures of America and we exchange questions and folk tales.

North Africa, the Near East and Southwest Asia

The most diverse region of the Peace Corps, NANESA encompasses the area from the Atlantic to the Bay of Bengal. The common bond of Islamic religion lends some cultural similarity to many of the countries of North Africa and the Near East, but the South Asian countries of India and Nepal have different heritages though certainly affected by Islam.

And yet, from the days of Genghis Khan and Alexander, this area has shared some of the same great history, and its peoples today reveal an amalgam of assimilated practices and beliefs. Unlike Latin America and Africa, this region embraces societies with very old cultures and institutions that have survived the colonial period, societies generally "neutralist" in the world political context.

This diversity within the region and the fact that we are dealing with long established institutions run by people proud of their history, has had a marked influence on NANESA's philosophy and strategy.

A notable example of the Peace Corps' ability to communicate is the trust it won from the government of Nepal. In a country whose history has been shaped by suspicion of the outside world and until less than 20 years ago, self imposed isolation from the world—it is remarkable that the Nepalis in their efforts to improve life in rural areas, have sent dozens of Volunteers to live in close, day-to-day contact with rural people. Every Nepali invitation to the Peace Corps has represented an extraordinary act of confidence on the part of people who must have pondered long and hard whether they were not, in fact, inviting Westerners to meddle in their domestic affairs.

Of the eight countries that are part of the region, India has had Peace Corps programs since 1961; Tunisia, Afghanistan, Iran, Nepal and Turkey since 1962; Morocco since 1966 and the newest country, Malta, requested Volunteers just last year. During the decade Volunteers were in and out of Pakistan, Ceylon, Cyprus and Libya.

In the ten years more than 8,600 Volunteers have served in this region. Today there are some 1,130 working in 102 programs.

As in other developing areas, NANESA Volunteers went first as teachers especially teaching English as a foreign language since English is the common denominator in the world business community and is essential for nations bent on development and progress. Education continues to be the major effort in all the countries except India.

Agriculture is the major thrust in India. This is not surprising since of the 630 million of the earth's people who live in the region, 524 million of them are in India. Programs geared to food production—introduction of the new miracle rice and wheat grains, animal husbandry, water resources and similar projects are the major programs. Volunteers are also involved in teacher training programs, family planning and in helping small industrialists overcome production and management problems.

Nepal also has given food production a high priority, and Volunteers are introducing the new miracle wheat and rice to farmers. Other Volunteers work in education, forestry and public works.

In Afghanistan, Peace Corps programs are in teaching, health, and a wide range of professional services. In Iran, Volunteers work in a variety of agricultural projects, urban planning, vocational education and teaching English as a foreign language.

Volunteers are involved in education, agriculture and public works projects in Morocco and in teaching English, urban planning and physical education programs in Tunisia. In Malta, officials of that country's government are staffing and administering a professional services program.

On the pages which follow are reflections of Peace Corps in North Africa, the Near East and Southwest Asia from Volunteers, former Volunteers and host country people.

TUNISIA: Christopher Janus, Jr., Returned Volunteer, Syracuse, N.Y.

An awakened Iran

In November, 1970 Mrs. Effat Nahvi, Chief, Technical Cooperation Bureau, Plan Organization, Government of Iran, was invited by the American Peace Corps to attend a meeting of the Peace Corps National Advisory Council in the United States as a representative of the Government of Iran. The following is a statement she made after the meeting and a visit to Peace Corps/Washington Office.

Iran is a vast country with 1,648,000 square kilometers of surface and nearly 29 million inhabitants, and the population is increasing rapidly.

Iran has awakened to its duties and its possibilities as never before during the course of its recent history. It has realized that only through wise planning and perseverence in its effort towards raising the level of national income can it undertake to reach its goal of economic prosperity and national integrity. These basic schemes, aimed at establishing the foundation of a sound economy, were laid in the first, second, and third Development Plans which have been carried out, and the fourth one, which is under execution and near its end.

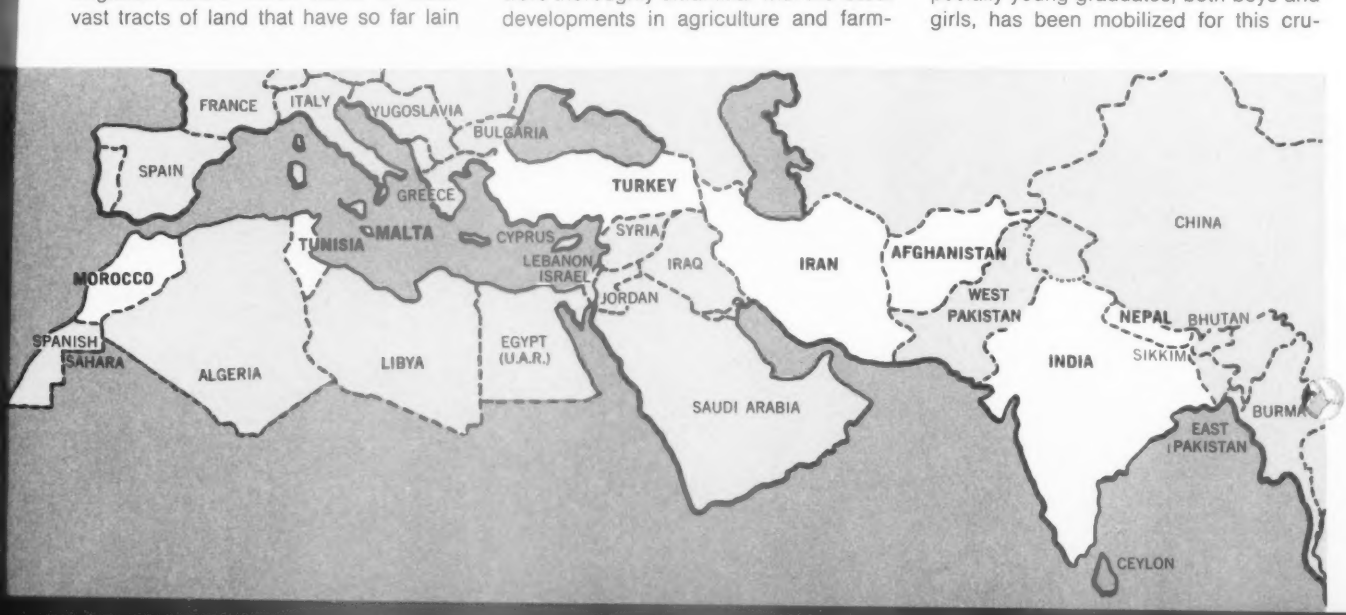
These Plans have been implemented with a view toward providing such fundamental needs as the building of dams for the diversion of flood water into irrigation canals which serve to water vast tracts of land that have so far lain fallow, and to supply much needed electric power for the industrial plants which will soon rise in these newly opened up regions. Then will come the opening up of the country with the construction of harbors and airports, to allow a free flow of traffic and goods into the country. Also, internal communications are being perfected by the construction of highways to link important towns and cities within the country, so that as little delay as possible will occur in the movement of goods and passengers.

The national Iranian Airlines is a great help in this respect, in addition to the railways and the motor transport system. Telecommunications systems have been instituted for the same purposes.

Numerous other activities have followed from these basic schemes. The great and courageous move towards Land Reform has changed the face of Iran from old feudalism to modern agrarian economy, with modern methods of farming, which make it possible for the formerly landless peasant to own the plot of land that he cultivated, thus providing him with the incentive for intensified production. Land Reform has not stopped merely at revising land distribution, but it has gone on to provide the scientific facilities for the cultivation of land thus acquired by peasants who were thoroughly unfamiliar with the latest developments in agriculture and farming. Seed improvement, soil fertility, plant pest control, animal pest control, animal husbandry and health, preservation and development of forests, establishing pasteurized milk plants, constructing good water systems, utilization of agricultural machinery and gradual mechanization of agriculture, and most important of all providing the necessary training to a picked staff who would be able to take over and run these schemes on their own and continue training others in these fields, likewise is something that deserves high praise.

For the implementation of all these plans we endeavor, in the first instance, to benefit from our own trained experienced and young energetic, specialized human resources available. However, due to our very significant and rapidly progressing development programs, the training of the specialized human resources cannot keep up with the physical aspects of development. Therefore, to fill the gap existing between these two factors of development, it has been deemed advisable to seek the use of external specialized human resources, bilateral or international in nature.

Another important point is that the implementation of our development programs has not been limited to the specialized elements of the Government. In addition, the entire population, especially young graduates, both boys and girls, has been mobilized for this cru-



IRAN: E.D. Tunis, Returned Volunteer, Portola Valley, Calif.

sade, by the formations of Iranian Volunteer Corps.

In addition to all these internal resources, Iran has very well used external volunteer services extended to this country. The American Peace Corps is one of these external volunteer organizations.

At present, approximately 160 American Peace Corps Volunteers are serving in various development projects such as municipal public works, horticulture, home economics, nutrition, forestry, nursing, livestock management, food science, and technology, fish and game management, animal science, agronomy, soil science, wildlife management, vocational education, library science, English teaching, computer science and small scale industry. It should be mentioned that all programs in which American Peace Corps Volunteers work are initiated by the interested agencies of the Government of Iran, according to development priorities determined by the Government of Iran, and most of the Volunteers are assigned to the more rural areas of the country, where more need is felt for their services.

Fortunately, the comprehensive preservice training of the American Peace Corps Volunteers, which they receive in Iran, and which includes intensive Farsi language training, makes them familiar with the culture and local conditions, which enables them to immediately start their services in a very pleasant atmosphere of understanding and mutual collaboration.

These words of "mutual collaboration" have been used purposely, because this type of mutual collaboration provides opportunities for the Volunteers themselves, while serving in important Iranian Development programs and putting their academic knowledge and work backgrounds into practice, to gain very valuable experience which will open for them, new doors of know-how, and give them intimate knowledge of this wonderful country of Iran.

I would like to mention that in my opinion, the aim of any technical assistance program should mainly focus on training of local personnel. This means that upon termination of the term of service or assignment of any technical officer, regardless of whether he is a Volunteer or not, his knowledge should have been transferred to his local counterpart, thus enabling the recipient agencies to use this new knowledge and fresh know-how, through their own people, thus permitting the external human resources to be used in still another new field.

Fortunately, in Iran all these factors have been mutually understood and our Government of Iran/American Peace Corps programming procedure is a lively, revolving process, constantly bringing about involvement in fresh fields of activity.

A letter to the President

Mary Boulgeri and Delia Maneki, both 25 years old, were Volunteers in India. Although they recently completed their two-year tour and returned to the United States, Mary and Delia are remembered with special affection by the people they worked and lived with.

In a personal letter to President Nixon, S. K. Patil, vice chairman of the village of Nigadi in India's Dharwar District of Mysore State wrote:

My village had an opportunity to avail the services of Peace Corps Volunteers viz 1. Miss Mary Boulgeri & Miss D. Maneki. Really they have done commendable work.

The Volunteers participated in all the activities of the village, particularly food production, animal husbandry, co-operation and public health, etc. and shouldered the responsibility at every step.

The villagers have appreciated their work and have informed me to convey this message to you.

Accordingly, I am taking this opportunity of addressing this letter.

I also enclose herewith a note on the development of my village Nigadi at a glance, which also covers the work done in co-operation with the Peace Corps.

Lastly, I thank you for the services rendered through Peace Corps for the development of Indian Villages.

I hope the same will be extended in future.

As much to learn as to teach

A Community Development Volunteer in Turkey, Tom Turner saw ecological destruction first hand. The sight of it had its impact, and Tom, now back in the United States, has made ecology his prime interest. He first worked for the Sierra Club. Now he is with Friends of the Earth, *an organization "committed to the preservation, restoration and rational use of the ecosphere," and the John Muir Institute for Environmental Studies in San Francisco. These are his thoughts on ecology and the Peace Corps.*

Tom Turner

There is no more graphic example of a ravished ecosystem than the Anatolian Plateau that is the heartland of Turkey. Several thousand years ago, with the first rudimentary agriculture and the domestication of animals, people began to "mine" the then rich forest and soil resources of that high plain for their own benefit, with no thought to conserving what was there for future generations. The result is now painfully, tragically obvious. Trees were felled for building and burning, and the new shoots were eaten by sheep and goats before they could take hold. Predators were slaughtered as they began to compete for the cattle and sheep. As the trees disappeared, erosion began in earnest until much of the topsoil washed away, leaving the land barren and barely capable of supporting human life. And now it's a vicious circle: there is no wood to burn for heat in the winter, consequently animal dung that might be used as fertilizer to help rejuvenate the fields is dried and used for fuel. Crop yields decline, and now the only way out seems to be chemical fertilizers—the kind that have helped kill Lake Erie.

* * *

Three years ago, I asked the Peace Corps to include environmental considerations in its training programs. In my own, we were given a crash course in agriculture and told of the wonderful benefits of fertilizers and pesticides without being told about the hazards. We learned how to get government money to help finance irrigation projects, but weren't told that irrigating arid lands can cause as many problems as it solves. I felt that although Volunteers are not really likely to be in the position of starting projects of the magnitude of an Aswan Dam (a near-perfect example of technology gone wrong), Volunteers will be helping instill attitudes that eventually will lead toward—or away from—Aswan Dams.

No action was taken, so I wrote again. This time I got a phone call from Bob Poole, who told me about Peace Corps' new ecology program in cooperation with the Smithsonian Institution. The program's first aim, he said, would be to recruit Volunteers for requests already in from several countries for environmental experts: foresters, wildlife biologists, watershed managers and so on. I think this is a great idea provided that the training given the Volunteers is not the sort of "environmental awareness" nonsense that private cooperations hand out, and provided it avoids resource-exploitation.

Otherwise, the idea of a Peace Corps Ecology project is very exciting. As the world's leading technological nation, we are also the leader in the field of technological mistakes, so we can warn other people away from bad projects. But that's only half of it. As I recall, the third goal of the Peace Corps is to teach young Americans something about other countries and hope that they will spread the knowledge around when they get home. The new environmental program should stress this idea. Many cultures around the world have treated their environment better than we have, and the Peace Corps can learn some of the secrets.

For example, what's wrong with our super agriculture that California's Imperial Valley is dying of salt poisoning after just 40 years of cultivation? In other places, people have cultivated the same fields for hundreds of years. Or, how can many cultures throughout the world exist in harmony with wild animals? We in the United States are exterminating our wildlife. And finally, are other people around the world really suffering because they don't have air conditioning and frozen dinners and color televisions and two cars each and six layers of plastic wrapped around everything?

In this program, as in many others, we have at least as much to learn as we have to teach.

Far left: AFGHANISTAN: Carl Stroh, Returned Volunteer, Milwaukee, Wis. Above, left: INDIA: David M. Heath, Returned Volunteer, Berkeley, Calif. Left: INDIA: Raymond Vaicaitis, Returned Volunteer, Chicago, Ill.

The Influence of Nepal

Bailey H. Kuklin served in Nepal from 1967 to 1969. He is now assistant dean at the University of Michigan Law School. He brings to his new position a combination of academic credentials and socially relevant experience necessary for effectiveness.

My tour has been a substantial influence on my "career" plans. When I entered training I had completed my study of the law and a year of teaching had completed my run from the Army. I was prepared to get a serious job with a Wall Street firm and begin my climb towards success and its concomitants, wealth and status. Gnawing on the back of my mind, however, was the dogged feeling that . . .

A familiar tale, no doubt. Need I explain my anxiety further?

The Peace Corps, via Nepal, provided me with the time and framework to work out this anxiety. The process of experiencing and understanding another culture was an excellent laboratory.

During my years as a member of Main Street America, I had adopted, *sub silentio,* the assumptions basic to that culture. My internalized struggle could not be externalized until I realized the nature and extent of my leaps of faith. Nepal's non-Western culture, by its differences, made apparent the non-necessity of some of these assumptions. For example, I believed the striving for gain was a universal characteristic of man. Yet, in a secluded jungle area of Nepal I found incredibly poor farmers who let lie fallow rarely cleared land contiguous to their own. "But, Sahab, I have a family, enough to survive, and *shanti,* peace. What more do I need?" I could not respond. The revelation, obviously, was not new; but the personal experience gave me a deeper level of understanding.

My roles as PCV, American, Westerner, engineer, governmental official, dispenser of money, medicineman, wise man, rich man, nonspeaker of Nepali, speaker of Nepali, outcast, cow-eater, world traveler, etc., did not come without responsibilities. The most difficult responsibility came from the awareness that due to some of the roles I had assumed and been granted, I was more likely to have an effect on those around me. Those poor farmers might listen if I told them to cultivate the nearby fields because it would provide the money for medicine or education or wealth or prestige. At home I had seen this taste of "success" lead to insatiable cravings. And I had not seen successful people with *shanti,* serenity. The responsibility for helping these farmers learn to escape poverty, illiteracy and early death at the cost, perhaps, of *shanti,* could not be taken lightly. The first-hand lessons cannot be ignored.

These are but two elements of the Peace Corps influence on my career direction. Too few, really, to explain my conclusions. Nonetheless, I close by observing that because of my tour I like me better than before. To me, that's what counts.

Below and opposite: TUNISIA: Christopher Janus, Jr., Returned Volunteer, Syracuse, N.Y.

NANESA Impressions

Quotes from letters written by Volunteers in North Africa, Near East and South Asia

The year is over, and I've become accustomed to being here and, next year, instead of seeming horrendous and dark, seems exciting. That nagging devil of indecision that for months sought to hound me out of here vanished as soon as I decided I wasn't going. The most difficult times have passed and I seem to have endured them with enough enthusiasm left to carry me on; and it was, in fact, endurance that did it, simply living through those days and becoming more agile at outstepping the sadness. I know what walls not to bang my head against and what doors are open and can accept the limits as well as the advantages of being a foreigner. It was endurance and a sense of black humor that allowed me to laugh at my own prostrated figure sick and hot and alone in the summer and to realize that I was at least suffering through a unique experience and there must be some value to that.

The rice is planted now, and the fields are brilliant, shocking green. I can watch the planting and harvesting in fields right across the street from my school. I have happened on the low life that so many Americans miss. Slowness though, can kill you too, and my efforts to keep busy are self-conscious and limited to but a few alternatives. I read for hours. I cook. I stroll the bazaar and fields and talk to people and I write letters. I try not to think about the monastic sexual life I'm leading and try to think of all the things I'm learning which are considerable.

The villagers can visualize Americans a little better now because I'm here. They can understand us as human beings. We aren't tourists; I live here. They ask me what my family life is like, what kind of work I do, the kind of day I have in the States. And I describe my farm life, for example. They can picture it. They have a concept of an American as a human being. They've discovered that, after all, our human needs are not so different from theirs.

Although I have been in India a relatively short time . . . so far it has been a very fulfilling life for me. When I left the States I had very mixed emotions about this program and others like it, not that I had a lack of confidence in myself, as I have over 35 years experience behind me in this and related fields, but rather whether or not I would be accepted by the people, whether I would give my knowledge, or a small part of it, to those who needed it and whether or not I would be looked upon as just another foreigner butting in where he wasn't wanted. In this I am very happy to say that either I have been exceptionally lucky, or that I have been accepted at more or less face value or very possibly a little of both.

Moroccan people are 95 percent pure pleasure to work and live with. Even though I can sense some future problems in work, the same happens in the States. It's really nice to find out that people are much nicer than I had believed. . . . They helped me find a house, my neighbor gives me electricity, a daily supply of soup and helps me find things I need.

. . . Here you have to be able to work while people are watching you. There are people everywhere, and when they see someone doing something, especially a guy like me, dressed in my red and black checked forester's jacket, they come and watch. One of our watersheds is in a tiny village called Beni Hassan. I went there to put in a scale for the flume and I swear the whole village came and watched. Here I was working in the streambed, the men standing by the Land Rover watching and the women and children on top of the hills—not to mention a stray chicken or goat that came by now and then.

East Asia and the Pacific

The domain of the East Asia and Pacific region stretches from the Land of the Morning Calm to the Friendly Islands. In between is the world's largest archipelago and one of the world's smallest kingdoms. Traditional cultures with origins lost in antiquity compete with cultures which have emerged only after World War II. It is a region of contrasts and extremes.

Into this mixture of climate, topography, vast distances and differing values, the Peace Corps has sent some 9,000 Volunteers since 1961. In view of the great diversity and the political problems which have inundated Asia, it is surprising that of the nine countries which have hosted Volunteers during the past ten years, the Peace Corps still has active programs in eight. Only in Indonesia is there no longer a Peace Corps presence.

The first 100 Volunteers were assigned to the Philippines as elementary school teachers in August 1961, and education continues to dominate Volunteer activities. Of the 1,750 Volunteers currently serving in EAP countries, 1,200 are in education. Teaching English as a foreign language is the primary classroom activity, but more and more host countries are asking for help in teacher training, especially in critical disciplines such as science and math. Curriculum development has become a Peace Corps specialty within the region and cuts across all educational lines: while a group of Peace Corps education specialists in Thailand developed guidelines for teaching the new math, in Malaysia, a Volunteer drew up the curriculum for teaching vocational trades for the entire country.

Volunteers are working in other exciting programs. There are 30 accountants and computer specialists in Malaysia reforming that country's budgeting and accounting practices. In Micronesia, four scientists are studying ecology problems under the Smithsonian-Peace Corps program. In Tonga, a plant pathologist, a home economist, a marine biologist and an entomologist are working on separate programs intended to determine how best to restore the balance of nature to that area.

Because Micronesia is a trust territory of the United States, the Peace Corps established itself early as a manifestation of American concern for the totality of life on the islands, becoming involved in many programs unlike others elsewhere in the region. One Volunteer edited the Marshall Islands Journal, the district's only newspaper, an eight-page mimeographed tabloid written primarily in English, but with two pages of Marshallese. On Ponape, Peace Corps architects have given the islands a facelift, with low-cost housing, new schools, public buildings and public facilities such as the new Ponape airport. Legal Volunteers have codified the common law of the islands so there could be a set of precedents to serve as a foundation for a legal system uniquely their own. Volunteers also wrote the first official history of the islands and the work has become a standard textbook in Micronesian schools.

In Korea, where Volunteers have worked since 1967, Peace Corps is a model for a larger effort undertaken by the Koreans themselves. Korea, wishing to participate in the United Nations' volunteer program, asked for guidance from the local Peace Corps staff. The Deputy Director collaborated in writing a charter for a domestic Korean Peace Corps which provides for one year of service at home before going overseas with the United Nations group. In this way, the tradition of service begins at home.

Back where it all started, 15 school construction specialists in the Philippines are rebuilding schools leveled by a typhoon which devastated the *barrio* area of a major city. The school reconstruction is also a vehicle to rebuild self-confidence in *barrio* dwellers by teaching them trade skills.

The Green Revolution began in EAP, in the Philippines, when two Volunteers began spreading the word as well as the seed of Dr. Norman Borlaugh's "miracle" high yield grain. From the Philippines, Peace Corps involvement in the new grain spread to other countries. In Malaysia and Thailand today, the average yield per acre under rice is steadily climbing as more and more farmers convert. Southeast Asia has always been the rice bowl of Asia, and famine, while not unknown, is not a recurrent theme in the history of the region. The greater problem is in assuring that proper farming techniques and farm management procedures obtain the maximum benefit possible. In Malaysia, high-yield rices have been widely introduced but cannot be produced to capacity by traditional methods. Also among Volunteers participating in rural development is a group working in farm mechanization centers, training equipment operators to use, maintain and repair farm machinery. Today, agricultural projects claim about 200 Volunteers.

Another 200 are involved in health projects. Most of the work is in rural public health in such projects as mass inoculations against malaria. The major emphasis of health programs is in preventative medicine, a new concept in the region.

In total, more than 1900 Volunteers are now serving in some 87 programs.

In the pages which follow are reflections of the Peace Corps in East Asia and the Pacific from Volunteers, former Volunteers and host country people.

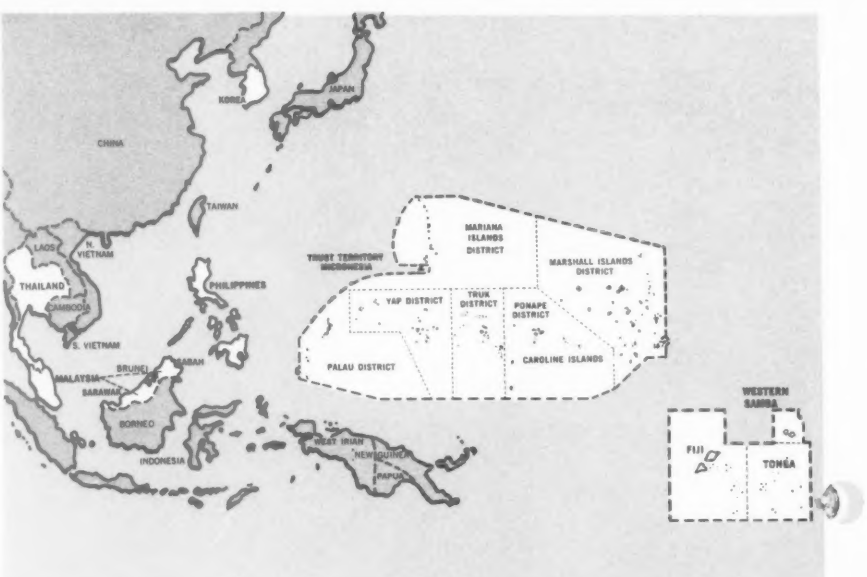
KOREA: John S. Knapp, Volunteer in Korea.

THAILAND: Bill Boudra, Jr. Returned Volunteer, Russellville, Ark.

I am pleased in sending this short message to celebrate the Tenth Anniversary of the Peace Corps. The availability of the Peace Corps services in this country is considered useful in many ways. They have established good working relations with the Thai people.

I hope that the Peace Corps will continue to contribute to the advancement of my country. On my part, I would like to see the Peace Corps strengthen and expand their activities. This is because of the growing needs for their services in Thailand.

—Apilas Ostananda
Deputy-Director-General
Department of Technical and
Economic Cooperation
Thailand



Bringing Ponape home

Ruth Book and her husband, Loren, were Volunteers in Micronesia. They now live in Nevada, Iowa.

My husband, Loren, and I lived as Peace Corps Volunteers with the Ponapean people for two years. I was an English instructor at the Micronesian Teacher Education Center, Loren, an animal scientist at the Agriculture Station.

We purposely lived about a mile from the district center where our neighbors were subsistence farmers and fishermen and Ponapean government workers. We joined in rice planting, garden production, weekend work activities, and feasting and socializing. These Ponapean families became our close friends.

Here we met Maria, a shy, yet lively, young Ponapean. She was one of ten children of the family across the road from us. Her family adopted us and took care of us in many ways.

Not until the last quarter of our two-year stay did we seriously consider bringing a Ponapean home with us. Our hearts had somehow singled out this quiet, intelligent and pretty, young girl.

After the initial inquiries and some very serious thinking as to whether we could handle the responsibility financially, as well as emotionally, Loren and I approached Maria and her parents. Yes, they were eager for her to have this opportunity to see America and get a good education. We went to court for temporary legal guardianship. Passport, visa and shots became a tedious, but necessary routine; soon all preparations were completed.

Leaving was painful for everyone. Marie's parents had never had to say good-bye to any of their children—they are a very close family. The trust they were putting in us, two young Americans whom they had known only a few short years, was overwhelming.

From the moment Maria stepped on the jet plane she began many new experiences. Transportation was a dizzying ordeal for her, whether in plane or car. It has taken several months for her to adjust to the sensation of speed. The greatness in numbers of cars, buildings, people, and other things still produces a youthful excitement. The memory of California's big shopping stores where she first saw floors and floors of "magical" items is still vivid.

Maria has also proved that teenagers around the world are basically the same. It's Pepsi and pizza and no vegetables for her. Her skirts keep getting shorter, the radio music keeps getting louder. Sledding, walking on a frozen lake, and playing in the snow and cold have been definite firsts for this tropical islander.

Adjustment hasn't been limited to Maria. Besides our own readjustment to home, we've been learning and experiencing the joys and pains of "parent-

Above: THAILAND: Barent Springsted, Returned Volunteer, St. Joseph, Mo.
Left: MALAYSIA: Bill Allen, Volunteer in Malaysia.

(Continued on next page)

hood." And being parents of a child only ten years younger than you is even more challenging! Naturally, since we had no part in the first fourteen years of her growing, we are combating family discipline and upbringing along with deeply instilled cultural beliefs and actions. Nevertheless, we all have a respect and love for each other and have been able to meet many everyday living crises from homesickness, to jealousy and stubbornness, moods, and culture differences.

Maria attends sixth grade in a small country school. Her acceptance by children, teachers, and the entire community has been extremely positive and friendly. She has found no trouble communicating, her warm, friendly personality has won many friends. Maria is an extremely diligent and conscientious student. She struggles to overcome the lack of educational and United States cultural background, her sense of competition is keen.

Are Loren and I glad we accepted this challenge? Definitely yes, despite the financial strain since we ourselves are just getting established. Loren is soon to complete his six months active duty in the Army Reserve Veterinary Corps, and I am also soon to complete my nine months active pregnancy duty! We're comfortably settled on one of the family farms on which Loren will be working with his father and brother. I'll have the option to teach school or be a full-time mother and housewife.

It's been wonderful to continue experiencing and remaining a part of the Ponapean life we were introduced to through the Peace Corps. And the fact that we are able to continue to share our life with Ponapeans through Maria has made the whole idea of Peace Corps more complete.

SAIPAN, MARIANA ISLANDS: Katherine Bradbury, Returned Volunteer, Boston, Mass.

Above: MALAYSIA: Zane Baldwin, Volunteer in Malaysia.

Left: TONGA: John Haugeland, Returned Volunteer, Berkeley, Calif.

EAP Impressions

Quotes from letters written by Volunteers in East Asia and the Pacific

To be perfectly frank, there has been no specific accomplishment so big that I can point to it . . . but . . . there have been many small accomplishments by the Volunteers that are putting this project over, just little things like attending the *barrio* elections, showing interest in the *barrio* council meetings, playing ball in the town plaza with the kids.

Supper time. I wince. What on earth is that? Sure enough, they are moving. Monong Ben smiles. "We're having a delicacy tonight. We call it 'jumping salad' because the salad jumps in your mouth." He kind of smiles to himself and my little *adi's* (heaven knows sometimes how you live with eight little girls) kind of smile to themselves in their own little way. I think of all those memos about not eating raw pork and not wading in rivers, but I can't remember one about eating live shrimp. Anyway, I've eaten everything else from dog meat to boiled goat so, I'll try one. Monong Ben tries to be helpful. He deftly grabs a shrimp and pulls off its head and eats the rest minus the shell. Well, here goes. Ouch! Monong Ben shows me where to grab the shrimp so my finger won't be bitten the next time. I eat one. Not so bad. I eat another and mumble something about "it's pretty good." My host is pleased. The next day I overhear that the "new Volunteer likes our food." Thank goodness shrimp will be out of season next month.

I've finished my first year now and will finish my second. After that I will return to the home front and hopefully utilize the thoughts I have had a chance to gather here. I expect someone else will come here and further develop their own skills. The Peace Corps is as bureaucratic as any Government agency, but

PHILIPPINES: Larry Pischke, Returned Volunteer, Wisconsin Rapids, Wis.

even concrete bureaucracy can't destroy or even water down the value obtained from the face-to-face confrontation with the "other" society.

An outstanding feature about the people with whom you develop close relationships is their way of displaying friendship to you. Unlike Americans, most Micronesians that you get to know are literally very "touchy" people. After a couple of months on Saipan, there were many occasions when local acquaintances, as well as my family, would hold my arm or hand as we talked, walked or stood together. My first reaction was to pull away. I just wasn't used to holding the hand of another person (male) about my own age. But that's done regularly here and at all ages whether male or female. It's just another way of expressing friendship.

Here in Malaysia, there's a safe feeling in being able to walk home at night—without fear—a feeling which I suspect exists in few, if any, American cities. There's a feeling of a slower-paced way of life. There's a feeling of serving a real purpose, when the needs in all professions here are so critical.

Some of us have begun to use the buses for a telephone. We realized the advantages of such a means of communication when we discovered we could find out about our Peace Corps companions at other sites simply by riding the bus. Everyone seems interested in Peace Corps and Volunteers—we are the topic of local conversation.

Things I don't have: a bathroom, running water, a mosquito net (the rats ate mine), a place to hang clothes, a sink for washing dishes. Things I do have: floors you can see through, lizards 9 to 12 inches long, a black kitchen, a nice, hard, wooden bed, a kerosene stove. All in all, I love the place. I don't think I could be happier anywhere else. All the hard work is worth it. It's doing me good mentally, physically and weightwise.

Malayans are extremely hospitable and have an insatiable curiosity about life in the United States. Photos of home and family do better than words on our part. We give them our copies of *Time* and the *Times'* News of the Week. They borrow our paperbacks. Our student friends from the University are particularly interested in contemporary American literature, sports and the American way of life. We have introduced them to American food and records, both classical and folk music, etc. They, in turn, have taken us to visit rubber plantations, beaches, scenic spots, their favorite restaurants and told us more than we can possibly remember about this marvelous country.

A plan for future peace

For all those Peace Corps Volunteers and staff associates having the courage to believe in, and to work for peace, the real gratification in service to Peace Corps is *understanding*. Simply stated: The real benefit received in being a Peace Corps Volunteer is *understanding*—the *human understanding* that removes the elegant cloak enveloping men different only in culture and wealth and having the opportunity for self determination.

Having served in the Peace Corps as a Volunteer secondary school teacher and again as Regional Director for Peace Corps in Tanzania, and Associate Director in Uganda, I believe the organizational hierarchy felt that world peace could be achieved with the beginning Peace Corps movement. Even though the Peace Corps was forced to leave some countries, our records read "pretty good" compared to some of our sister government programs.

The Peace Corps presence in Tanzania was most typical of what the Peace Corps is all about. The presence of the Peace Corps in some countries was, at times, embarassing to other United States agencies serving side by side. For example, how difficult it is for some developing country people to accept totally our presence in *their land*?

Young men like Jonathan Peck (the son of Gregory Peck) and the hundreds of others like him, were visible signs of America's changing image to the newly independent, developing countries of the world. It is most unfortunate that we have not yet seized the time to mobilize the same skilled Volunteers in rebuilding our own declining society.

The Peace Corps spirit continues to live—let's make it the master plan for the future peace, happiness and love for all mankind . . .

Robert W. Kelley, Sr.
Metropolitan Nashville
Education Association
Nashville, Tennessee

DOMINICA: James W. Murray, Returned Volunteer, Los Angeles, Calif.

Left, top: PERU: Dick Swift, Returned Volunteer, New York City. Left, center: BRAZIL: Betty Pollock, Returned Volunteer, Daly City, Calif. Left, bottom: BOLIVIA: Brooks Otis, Returned Volunteer, Eureka, Calif. Below, top: SOMALIA: Jim Alinder, Returned Volunteer, Lincoln, Neb. Bottom: PERU: Richard Baldinger, Returned Volunteer, Mamaroneck, N.Y.

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Above: INDIA: Peter Vallone, Returned Volunteer, Madison, Wis.

Left: ECUADOR: John Brandi, Returned Volunteer, Geyserville, Calif.

Lower left: GAMBIA: Jim Shaw, Returned Volunteer, Honolulu, Hawaii.

Below: EL SALVADOR: Shirley Moeckel, Returned Volunteer, Reed City, Mich.

Afterword

By Joe Blatchford, Director

For ten years, Americans have been writing a record of accomplishments across the face of the earth. They are more than 46,000 Peace Corps Volunteers who have left an indelible part of themselves etched into the fabric of cities and villages from Afghanistan to Western Samoa and many places in between.

The challenge which has sent Volunteers to 69 developing countries and which has produced dramatic response from Americans was set forth by President John F. Kennedy. In October 1960, he asked a group at the University of Michigan, "How many of you who are going to be doctors are willing to spend your days in Ghana? Technicians or engineers, how many of you are willing to work in foreign service and spend your lives traveling around the world? On your willingness to do that, not merely to serve one or two years in the service, but on your willingness to contribute part of your life to this country, I think, will depend the answer whether we as a free society can compete." Today, though times have changed and competition has given way to partnership among nations in service, that challenge to serve both the nation and the people of the world has clearly been answered by positive action. In some countries, Peace Corps Volunteers are almost the only American presence permitted. And this is so because so many of our people have so truly served those of other nations.

Over the past decade, there have been changes. The days when one heard talk of parachuting Volunteers into remote areas with little more than a toothbrush and an arm-load of enthusiasm are gone. In fact, they were never really here. The people of the developing nations have always needed more than just a warm American body. They have needed someone with whom they can share experiences, someone from whom they can learn and build for a new existence. And the Peace Corps has always been aware of that need.

With the passage of time, the Peace Corps has broadened its base of Volunteers. Today, Volunteers include mechanics and nuclear physicists, accountants and veterinarians, as well as still-needed English teachers and public health assistants. The generalist continues to play a major role, but joining his ranks increasingly have been men and women with specialized skills and training—some with their families as well.

Just as nations in which we have served over the last ten years have developed new needs, so has Peace Corps developed new ways to meet those needs. We work closely with schools and universities to develop intern programs designed to meet host country requirements, and we work closely with organized labor to reach a new pool of Volunteer manpower among those Americans in the skilled trades.

We have learned that it is not age or background that determines whether a person will be a good Volunteer. Rather, it is the spirit of dedication and sense of achievement one feels that can make the difference. And we cannot neglect the sense of adventure that impels a Volunteer to leave the familiar sights and sounds of home for the stimulating surroundings of another land, another people and another culture. It was Joseph Conrad, who said, "A task, any task, undertaken in an adventurous spirit acquires the merit of romance." Certainly in Peace Corps there is a touch of romance —the romance of a love affair with mankind.

Perhaps the best measure of our success has been the spread of the Peace Corps idea. At present, some 24 other nations have borrowed from and built upon the Peace Corps experience. And the United Nations is now building its own volunteer corps. We have worked closely with the UN and with other countries in creating these new volunteer programs. In the field, Peace Corps Volunteers work side-by-side with volunteers from other countries. Now, plans are being worked out to enable volunteers from one developing nation to serve in yet another so that the growing experience of these countries can be shared.

Today the Peace Corps is part of a new challenge in voluntarism. A fresh call for service has been issued through a new agency—ACTION—which combines Peace Corps with VISTA and other volunteer services. In creating ACTION, President Nixon said, "America must enlist the ideals, the energy, the experience and the skills of its people on a larger scale than it ever has in the past. We must match the vision of youth with the wisdom of experience. We must apply the understanding gained from foreign service to domestic needs, and we must extend what we learn in domestic service to other nations." The same spirit which has made the Peace Corps a symbol to the world will, I am confident, infuse this new agency with a very special life and sense of purpose.

The traditions built and experiences shared over the last ten years will be with us for ten years and more yet to come. From the beginning of the Sixties to the opening of the Seventies, the Peace Corps has been a witness and a participant in turmoil and stress and great change—a part of some of the best of the history of our times. There is more history yet to be made, more needs to be met, more calls for help to be answered. Those who have responded since 1961 have set a standard which those who come forward tomorrow and the next day must match. It will be no easy task. But, if it were easy, it would not be the Peace Corps.

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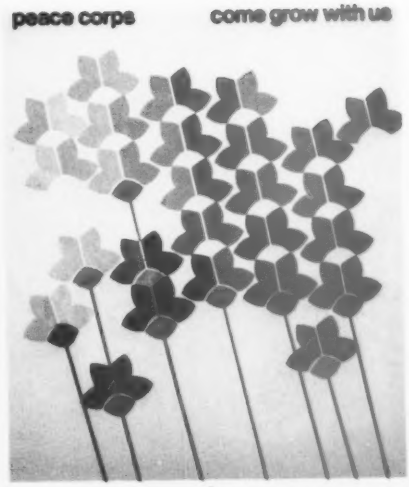

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Grand Prize: (1) David Hale, San Jose, Calif. Runners-up: (2) David Battle, Yellow Springs, O. (3) Sue Hintz, Kalamazoo, Mich. (4) Henry J. Breuer, Mill Valley, Calif. (5) Beverly Okada, Seattle, Wash.

"Some things are worth serving..."

That is one American's view of the Peace Corps. Others see it as peace, helping hands, growth. Their impressions were conveyed in some 2,000 posters entered in the Peace Corps' Tenth Anniversary Poster Contest.

Selected as the $1,000 Grand Prize winner is a poster by David Hale, a 23-year-old graphic design student at San Jose (Calif.) State College. Nine others were picked as runners-up; each won $500. In addition were two special awards: the International Entry, a tie between Volunteers Jim Hayes, Fiji and Caryl Strom, Micronesia; and the Children's Entry won by Eric Scott, age 4 of Mitchell, Ind.

Judges included: James M. Brown, III, American Association of Museums; J. Carter Brown, National Gallery of Art; Peter Max, artist; Mrs. John Sherman Cooper, wife of the Kentucky senator; Alan Hurlburt, LOOK magazine; Charles White, Otis Art Institute and Rollin Smith, Peace Corps Graphics director.

Runner-up prize winners: (8) Raymond Canty, Peoria, Ill. (9) Christain Staub, Seattle, Wash. (10) Bob Volk, Cincinnati, O. Posters by former Volunteers: (6) Ken Miller, Reno, Nev. (7) Tim Murray, Los Angeles.

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THAILAND: Bill Boudra, Jr. Returned Volunteer, Russellville, Ark.

Volunteer

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